DOCUMENT RESUME

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ABSTRACT

The selected bibliography of educational programs for learning disabled children contains approximately 100 abstracts with indexing information explained to be drawn from the computer file of abstracts representing the Council for Exceptional Children Information Center's complete holdings as of July, 1972. Abstracts are said to be chosen using the criteria of availability of document to user, currency, information value, author's reputation, and classical content. Preliminary information explains how to read the abstract (a sample abstract is included which identifies the different parts of the abstract), how to use the author and subject indexes, how to purchase documents through the Educational Resources Information Center Document Reproduction Service (two order blanks are provided), an order blank for Exceptional Child Education Abstracts in which the abstracts are originally published, a list of indexing terms searched to compile the bibliography, and a list of journals from which articles are abstracted for the bibliography. Publication date of documents abstracted ranges from 1960 to 1971. (CB)

ED 065961

LEARNING DISABILITIES—PROGRAMS

A Selective Bibliography

July 1972

CEC Information Center on Exceptional Children
An ERIC Clearinghouse
The Council for Exceptional Children
Jefferson Plaza, Suite 900
1411 S. Jefferson Davis Highway
Arlington, Virginia 22202

Exceptional Child Bibliography Series No. 615

EC 042 829E

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With a grant from the US Office of Education, the CEC Information Center was established at The Council for Exceptional Children to serve as a comprehensive source of information on research, instructional materials, programs, administration, teacher education, methods, curriculum, etc. for the field of special education. The Center functions as the Clearinghouse on Exceptional Children in the Educational Resources Information Centers (ERIC) program and also as a member center in the Special Education IMC/RMC Network. In addition, the CEC Center's program includes a commitment to a concentrated effort towards the development of products which will interpret research results into educational methods and practices.

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The *Exceptional Child Bibliography Series* was initiated by the CEC Information Center to answer the need for rapid responses to specific requests for information. The volume of information requests received by the Center is analyzed and used as a guide in preparing special topic bibliographies in the field of exceptional child education. Abstracts contained in the bibliographies are drawn from the computer file of abstracts which represents the CEC Information Center's complete holdings as of the date indicated on each bibliography.

Selective editing by Information Specialists is performed on each bibliography. From the total number of abstracts drawn from the file on a particular topic, selection is made of only those judged to best meet the following criteria: availability of the document to the user, currency, information value, author's reputation, and classical content. The number of abstracts selected to appear in a bibliography may vary from one to 100, depending on the amount of suitable information available. Updating of bibliographies as new material becomes available is accomplished when the volume of new material reaches 25 percent of presently available material on a given topic.

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Each abstract contains three sections–bibliographic data, descriptors, and a summary of the document. The bibliographic section provides the document's identifying number (ED and/or EC), publication date, author, title, source, and availability. The descriptors indicate the subjects with which a document deals. The summary provides a comprehensive overview of the document's contents and in some cases document availability is announced here.

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Documents with an ED number and EDRS availability indicated may be purchased from the ERIC Document Reproduction Service (EDRS). For your convenience an order form is provided on the back cover of this bibliography.

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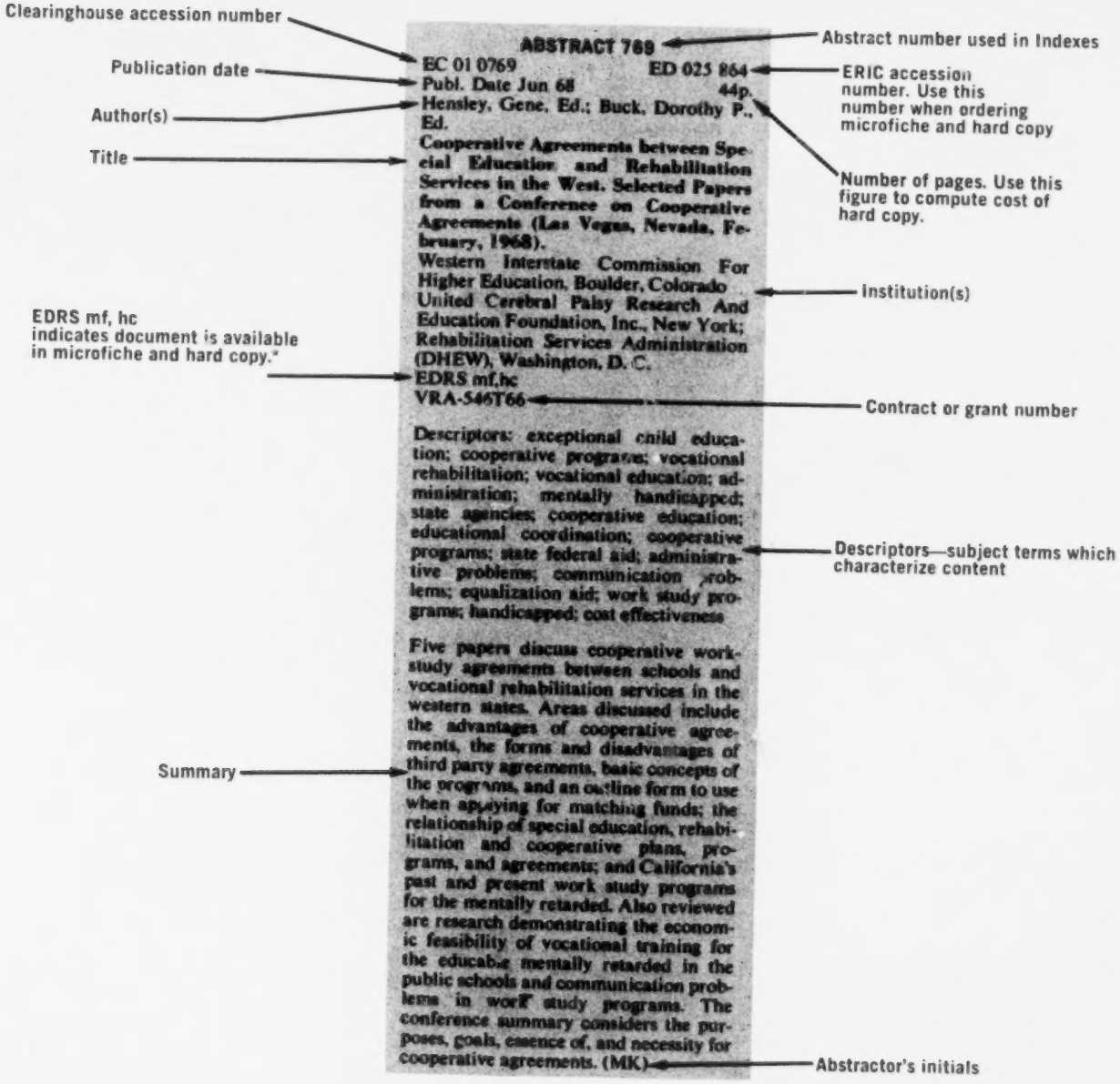
Clearinghouse accession number
ABSTRACT 768
Abstract number used in Indexes
Publication date
EC 01 0769
ED 025 864
Publ. Date Jun 68
44p.
ERIC accession number. Use this number when ordering microfiche and hard copy
Author(s)
Hensley, Gene, Ed.; Buck, Dorothy P., Ed.
Title
Cooperative Agreements between Special Education and Rehabilitation Services in the West. Selected Papers from a Conference on Cooperative Agreements (Las Vegas, Nevada, February, 1968).
Number of pages. Use this figure to compute cost of hard copy.
Western Interstate Commission For Higher Education, Boulder, Colorado
United Cerebral Palsy Research And Education Foundation, Inc., New York; Rehabilitation Services Administration (DHEW), Washington, D. C.
Institution(s)
EDRS mf, hc indicates document is available in microfiche and hard copy.*
EDRS mf,hc
VRA-546T66
Contract or grant number
Descriptors: exceptional child education; cooperative programs; vocational rehabilitation; vocational education; administration; mentally handicapped; state agencies; cooperative education; educational coordination; cooperative programs; state federal aid; administrative problems; communication problems; equalization aid; work study programs; handicapped; cost effectiveness
Descriptors—subject terms which characterize content
Five papers discuss cooperative work-study agreements between schools and vocational rehabilitation services in the western states. Areas discussed include the advantages of cooperative agreements, the forms and disadvantages of third party agreements, basic concepts of the programs, and an outline form to use when applying for matching funds; the relationship of special education, rehabilitation and cooperative plans, programs, and agreements; and California's past and present work study programs for the mentally retarded. Also reviewed are research demonstrating the economic feasibility of vocational training for the educable mentally retarded in the public schools and communication problems in work study programs. The conference summary considers the purposes, goals, essence of, and necessity for cooperative agreements. (MK)
Summary
Abstractor's initials

*NOTE: EDRS mf indicates microfiche reproduction only.

Terms Searched

Index terms used to retrieve information on *Learning Disabilities-Programs* from the Center's computer file of abstracts are listed alphabetically below:

Dyslexia
Exceptional Child Education
Hyperactivity
Learning Difficulties
Learning Disabilities
Minimally Brain Injured
Motor Development
Neurological Defects
Neurologically Handicapped
Perceptual Motor Coordination
Perceptual Motor Learning
Perceptually Handicapped
Psychomotor Skills
Reading Difficulty

Journals

Abstracts of journal articles from the following periodicals appear in this bibliography:

Academic Therapy Quarterly
Bulletin of the Orton Society
Focus on Exceptional Children
Inequality in Education
Journal of Learning Disabilities
Journal of the Association for the Study of Perception
National Elementary School Principal
Reading Teacher
Rehabilitation Literature
Special Education
Special Education in Canada

ABSTRACTS

ABSTRACT 10180

EC 01 0180 ED 018 020
Publ. Date 64
Birch, Herbert G., Ed.
Brain Damage in Children, the Biological and Social Aspects.
EDRS not available

Descriptors: exceptional child education; learning disabilities; behavior; perception; family (sociological unit); minimally brain injured; etiology; psychological evaluation; behavior problems; family relationship; heredity; individual characteristics; educational needs; child development; neurologically handicapped; perceptual development; perceptual motor coordination; perceptually handicapped; social environment; social experience; incidence; socially deviant behavior; socialization

Papers and discussion summaries are presented from a conference on the biological and social problems of childhood brain damage held at the Children's Hospital of Philadelphia in November 1962. A variety of disciplines is represented, and the following topics are considered--(1) The Problem of Brain Damage in Children by Herbert G. Birch, (2) Brain Damage as a Cause of Behavior Disturbance in Children by Charles Kennedy, (3) Psychological Evaluation of Children with Cerebral Damage by Leonard Diller, (4) Two Strategies for Studying Perception in Brain Damaged Children by Herbert G. Birch, (5) behavioral Manifestations of Cerebral Damage in Childhood by Leon Eisenberg, (6) The Effect of a Brain Damaged Child on the Family by Howard R. Kelman, (7) The Social Environment and Individual Functioning by Stephen A. Richardson, and (8) Some Epidemiological Aspects of Congenital Brain Damage by Ernest M. Gruenberg. The annotated bibliography contains 369 titles in six categories--(1) the entity and its description, (2) clinical and special diagnosis, (3) characteristic mechanisms and natural history, (4) etiology--clinical, experimental, epidemiologic, (5) treatment, education, and management, and (6) reviews, overviews, and theories. This document is available from the Williams/Wilkins Company, Baltimore, Maryland, for $5.95. (DF)

ABSTRACT 10220

EC 01 0220 ED 018 901
Publ. Date 67
Barsch, Ray H.
Achieving Perceptual-Motor Efficiency, a Space-Oriented Approach to Learning. Perceptual Motor Curriculum, Volume 1.
EDRS not available

Descriptors: exceptional child education; learning disabilities; curriculum; perception; neurologically handicapped; children; learning theories; psychomotor skills; perceptually handicapped; perceptual motor learning; perceptual development;perceptual motor coordination; auditory perception; visual perception; haptic perception; tactual perception; sensory experience; space orientation; movigenics

The first of a 3-volume perceptual motor curriculum, the book describes a program based on a theory of movement which the author labels movigenics (the study of the origin and development of patterns of movement in man and the relationship of these movements to his learning efficiency). Ten basic constructs of movigenics are outlined, and the following topics are discussed--(1) the concept of space, (2) muscular strength, (3) dynamic balance, (4) body awareness, (5) spatial awareness, and (6) temporal awareness. The contributions of sensory modes (gustatory, olfactory, tactual, kinesthetic, auditory, visual) and the percepto-cognitive modes are explored. Also, bilaterality, rhythm, flexibility, and motor planning are considered as four components which permit man the full freedom to move. A curriculum based on the theory of movigenics and leading to movement efficiency in both physical and cognitive spheres is defined in terms of 10 guidelines. The bibliography contains about 420 entries. This document was published by Special Child Publications, Seattle Seguin School, Inc., 71 Columbus Street, Seattle, Washington 98104, for $10.00. (DF)

ABSTRACT 10240

EC 01 0240 ED 018 023
Publ. Date 67
Cruickshank, William M.
The Brain-Injured Child in Home, School, and Community.
EDRS not available

Descriptors: exceptional child education; learning disabilities; teaching methods; instructional materials; educational needs; minimally brain injured; clinical diagnosis; individual characteristics; behavior; special programs; audiovisual instruction; learning activities; parent role; psychotherapy; educational diagnosis; environmental influences; language development; space orientation; medical treatment; etiology; program evaluation

Written for parents, teachers, and others who work daily with brain injured children, the book includes considerations of the symptoms of brain damage, recommendations for diagnostic procedures and personnel, and descriptions of treatment techniques that have proved effective at home and in the classroom. An introduction to the brain injured child is given, and psychological and learning problems are delineated. All the parts of a complete diagnosis are examined. A special education program is described in terms of stimuli control, adjustment to space, and the role of structure. Appropriate teaching materials, visual motor materials and activities, and steps in the development of abstract concepts are discussed. Cited as important to the overall program are motor training, provision of psychotherapy, and language and communication development. Remarks are made concerning the future and planning for the families of such children. Included for each chapter are selected references of interest to parents, another list of references for teachers, and additional readings. The appendix contains descriptions of national, state, and local organizations concerned with brain injured children. This document is available from the Syracuse University Press, Syracuse, New York, for $6.50. (DF)

ABSTRACT 10250

EC 01 0250 ED 018 049
Publ. Date 67
Ellingson, Careth
The Shadow Children, a Book about Children's Learning Disorders.
EDRS not available

Descriptors: exceptional child education; learning disabilities; reading; tests; teaching methods; children; minimally brain injured; case studies (education); reading difficulty; reading failure; behavior; clinical diagnosis; educational objectives; remedial instruction; special programs; neurologically handicapped; dyslexia; perceptually handicapped; family background; intelligence tests; diagnostic tests; directories

Intended for parents and classroom teachers, the book translates the often technical professional literature which already exists concerning children with learning disorders. Dyslexia (the lack of ability or inability to read) is discussed, and two case studies are provided. Minimal brain dysfunction and the range of its terminology and symptoms are also treated. Information on testing and teaching includes checklists and sample visual materials. Also given are a glossary of 24 items, a suggested reading list of 64 items, a list of 27 references, and a 148-page directory (organized by states) of private and public agencies which provide testing, diagnosis, and special education services for children with learning disabilities. For each facility, address, directory, diagnostic facilities, testing facilities, educational facilities, and special requirements are stated. This document is available from Topaz Books, Five North Wabash Avenue, Chicago, Illinois 60602, for $6.50. (DF)

ABSTRACT 10292

EC 01 0292 ED 017 098
Publ. Date 67
Bernstein, Bebe
Everyday Problems and the Child with Learning Difficulties.
EDRS not available

Descriptors: exceptional child education; learning disabilities; teaching methods; curriculum; curriculum guides; problem solving; self care skills; concept teaching

The problems that daily living may present to children who experience learning difficulties are discussed, and the need for the teacher to survey the experiential background of his class and to develop a method for dealing with the children's problems is described. Problems that merit attention include those which will be met in life activities and that hamper the ability to function independently. The environmental problems explored in this book are categorized three ways--as situation problems, as concept problems, and as applied information problems. The author suggests a methodology which stresses teacher preparation, steps in lesson development, meaningful vocabulary, concrete learning aids, additional activities, and visual aids. Thirty-eight problems, their delineations, and suggested solutions constitute the bulk of the book. In each case the problem is stated and the following points are presented in outline form--materials, method, solution, learning aids and environmental vocabulary, related problems, teacher directions, and suggested activities. Examples of the 25 situation problems are how to open a can or jar, which tool would you use, and why paint things. Seven concept problems include such questions as what do colors mean and what do arrows tell you to do. Representative of the six applied information problems are what should you know about yourself in an emergency and how do you send for things or find your favorite radio or television program. A final section suggests additional topics or problems that may lead to further exploration. This document was published by the John Day Company, Inc., 62 West 45th Street, New York, New York 10036, and is available for $4.95. (DF)

ABSTRACT 10521

EC 01 0521 ED 023 216
Publ. Date 68 91p.
Edgington, Ruth; and Others
Helping Children with Reading Disability.
EDRS not available
Developmental Learning Materials, 3505 North Ashland Avenue, Chicago, Illinois 60657 ($1.00).

Descriptors: exceptional child education; learning disabilities; reading; teaching methods; instructional materials; eye hand coordination; phonics; auditory training; writing; spelling; kinesthetic perception; dyslexia; instructional aids

Intended for parents helping their children with reading disabilities, the book describes specific activities in eight areas. The eight areas include general suggestions for the study period, hand and eye coordination activities, phonics training, ear training, reading, relaxation activities, muscle memory, writing, and spelling. Thirteen approaches to and methods of teaching are specified. The appendix lists instructional materials, including commercial work- and textbooks and programs, as well as other materials. Twenty-seven aids are also illustrated. (LE)

ABSTRACT 10533

EC 01 0533 ED N.A.
Publ. Date 68 138p.
Chaney, Clara M.; Kephart, Newell C.
Motoric Aids to Perceptual Training. The Slow Learner Series.
EDRS not available
Charles E. Merrill Publishing Company, 1300 Alum Creek Drive, Columbus, Ohio 43216 ($3.95).

Descriptors: exceptional child education; teaching methods; learning disabilities; perception; learning; educational games; perceptual motor coordination; neurologically handicapped; motor development; mentally handicapped; stimulus generalization; behavior change; self concept; psychomotor skills; auditory training; speech skills; visual learning; discrimination learning; minimally brain injured

Written from a developmental viewpoint, this book for parents and teachers presents both a theoretical orientation and perceptual motor activities for training children with learning disabilities, both the brain injured and the retarded. The theoretical basis for training generalized motor responses is considered in terms of motor perceptual learning, the motor system and generalization, exploration through movement, cognition, developmental sequences, and structure and control of behavior. Procedures for evaluating behavior are detailed by an 85-item checklist of basic motor movements, a 38-item checklist of visual motor movements, and 23 guidelines for self help and motor development. Descriptions of training activities and programs include these areas: learning to listen, with six recommended phonograph records and 11 stories; balance and posture, with balance beam activities, and development of body image and awareness; arm and leg differentiation, and locomotion with swimming pool and trampoline activities; ocular motor coordination; and oral motor manipulation with developmental games. (MK)

ABSTRACT 10534

EC 01 0534 ED 022 310
Publ. Date May 68 196p.
Ebersole, Marylou; and Others
Steps to Achievement for the Slow Learner. The Slow Learner Series.
EDRS not available
Charles E. Merrill Publishing Company, 1300 Alum Creek Drive, Columbus, Ohio 43216 ($4.95).

Descriptors: exceptional child education; learning disabilities; teaching methods; preschool children; minimally brain injured; motor development; perceptual motor coordination; learning theories; psychomotor skills; student characteristics; student needs; neurological organization; space orientation; concept formation; reading; writing; arithmetic

Intended for teachers, therapists, physicians, students, and parents, the guide presents a learning theory based on motor activities and suggests a curriculum for preschoolers divided into systematic learning steps which are necessary for attaining educational goals. Topics treated are special needs of the child handicapped by brain damage, characteristics and discipline, brain damage related to the function of the nervous system, learning theory related to teaching techniques, the need for a stable point of reference from which to interpret relations in space, and the developmental stages of learning. Also considered and detailed by steps are conceptualization, arm and hand coordination, cutting with scissors, pre-reading, pre-writing, and pre-arithmetic (counting and number concepts). Three appendixes contain activities for teaching colors and pattern analysis and development with form boards, and steps in teaching pre-arithmetic. (DF)

ABSTRACT 10663

EC 01 0663 ED N.A.
Publ. Date 66 264p.
Crawford, John E.
Children with Subtle Perceptual Motor Difficulties.
EDRS not available
Stanwix House, 3020 Chartiers Avenue, Pittsburgh, Pennsylvania 15204.

Descriptors: exceptional child education; learning disabilities; identification; behavior; children; perceptual motor coordination; minimally brain injured; perceptually handicapped; pathology; clinical diagnosis; diseases; neurological defects; teacher role; physicians; parent counseling; medical treatment; neurology; individual characteristics; emotional problems; physiology; etiology; biochemistry; medical evaluation; check lists

In order to help teachers and others recognize perceptual-motor-expressive difficulties early enough to help children through appropriate remedial techniques, the text describes several children who illustrate the broad syndrome and differentiates among these children in clinical characteristics, organic signs, and behavior. Also considered are advances in diagnosis, the role of the teacher, identifying signals which the teacher can discern, emotional complications, and the effects of misunderstanding. Endocrine dysfunctions and brain and central nervous system dysfunctions are discussed, along with the role of the neurologist in diagnosis, clinical facets of the children, pharmacotherapy aids, parent therapy, early recognition, and possible breakthroughs. Thirty-eight illustrations, a list of 37 books recommended for teachers, and a glossary of 92 items are provided. (DF)

ABSTRACT 10678

EC 01 0678 ED N.A.
Publ. Date 68 408p.
Bangs, Tina E.
Language and Learning Disorders of the Pre-Academic Child: With Curriculum Guide.
EDRS not available
Appleton-Century-Crofts, 440 Park Avenue South, New York, New York 10016.

Descriptors: exceptional child education; language; learning; curriculum; preschool evaluation; language handicapped; learning disabilities; language development; intelligence; clinical diagnosis; curriculum guides; grouping (instructional purposes); parent participation; child development; retarded speech development; teaching methods; aurally handicapped

Parent goals, language, avenues of learning, assessment, and pre-academic training are discussed; communication, oral language, speech, written language, and intelligence are operationally defined. Assessment tools are described in general for assessing language skills, avenues of learning, qualitative interpretations, and diagnostic teaching. The diagnostician's report is summarized and explained. The discussion of developing a pre-academic program considers educational philosophy, school policy, and the curriculum guide. A definition of terms, assessment, training, psychological factors, and labels for class placement are given for adapting the pre-academic curriculum guide for children with hearing impairment. A pre-academic curriculum guide is presented for the following levels: from 6 months to 3 years and then the beginning, pre-kindergarten, kindergarten, and readiness levels. Appendixes of assessment and training materials and a 123-item bibliography are given. (SN)

ABSTRACT 10923

EC 01 0923 ED 026 767
Publ. Date 68 166p.
Mallison, Ruth
Education as Therapy; Suggestions for Work with Neurologically Impaired Children.
EDRS not available
Special Child Publications, Seattle, Washington ($3.50).

Descriptors: exceptional child education; learning disabilities; educational therapy; educational diagnosis; neurologically handicapped; behavior; program development; home programs; preschool children; individualized instruction; play therapy; family (sociological unit); parent participation; interpersonal relationship; instructional materials; behavior change

Educational therapy and the procedures for use with neurologically impaired children are discussed. Areas considered are educational evaluation, including information from parents, the actual evaluation, and interpretation of the results; and program planning, including home training of the preschool child and ways in which the child's behavior may be influenced. A discussion of how and when academic work is to be introduced treats the following topics: adapting for a child with a communication disorder, reaching a withdrawn child, and influencing a child's feelings. The role of imaginative drawings and play in educational therapy are described. Related topics mentioned are carry over of therapy to life, implications for older children, interaction with siblings, parents' role in therapy, letter writing, termination of therapy, and definition of educational therapy. A list of 47 selected readings is included. (DF)

ABSTRACT 10936

EC 01 0936 ED 026 780
Publ. Date 28 Oct 68 203p.
Cruickshank, William M. and Others
The Preparation of Teachers of Brain-Injured Children. Syracuse University Special Education and Rehabilitation Monograph Series 8.
National Institute of Mental Health (DHEW), Bethesda, Maryland; Syracuse University, New York
EDRS not available
MH-7559
Syracuse University Press, Box 8, University Station, Syracuse, New York 13210 ($6.50).

Descriptors: exceptional child research; learning disabilities; teacher education; curriculum; teaching methods; course organization; school systems; graduate study; teacher improvement; followup studies; teacher evaluation; controlled environment; minimally brain injured; perceptually handicapped; program evaluation; masters degrees; administrator attitudes; demonstration programs

To prepare teachers to work with brain injured and hyperactive children, a training program leading to a master's degree was developed. Forty-seven teachers, chosen by their school systems, took both foundation and specialization courses and participated in a seminar which included study of theories and methods, collateral reading, projects, preparation of pre-academic materials, and activities related directly to children. Teachers also participated in staff meetings, the administrators' seminar, and field experiences. A demonstration class of eight boys (aged 7 to 13) served as a focal point for discussion; room modification and teaching methods followed the concepts of Strauss and Lehtinen. Followup studies were done of all teacher graduates: 33 were employed to teach brain injured children and seven to teach the emotionally disturbed. Beyond familiarity with similar concepts and knowledge of certain materials and skills, there were major differences in the way the teachers used their training. Previous training and experience, personality, reasonable disagreement, and attitude of the local school system were factors influencing adoption of the suggested methods. Results indicated that local school systems should be more basically involved in the training process. (RP)

ABSTRACT 11047

EC 01 1047 ED N.A.
Publ. Date 66 423p.
Hellmuth, Jerome, Ed.
Learning Disorders, Volume 2.
EDRS not available
Special Child Publications, Seattle Seguin School, Inc., 71 Columbia Street, Seattle, Washington 98104.

Descriptors: exceptional child education; learning disabilities; perceptual motor coordination; teaching methods; learning characteristics; emotionally disturbed; neurologically handicapped; medical treatment; team teaching; clinical diagnosis; psychoeducational clinics; family relationship; self concept; perception; neurological organization; vision; educational therapy; human posture; child development; services; behavior modification; dyslexia

Thirteen papers consider learning disorders. Aspects treated include a neuropediatric approach to the diagnosis and management of school behavioral and learning disorders; neurological organization as the basis for learning; physiologic considerations and the tactual mode in learning; developmental influences on the emergence and amelioration of learning disorders; and body image as related to perceptual-cognitive-motor disabilities. Also discussed are the family relationships of latency-age boys with emotionally based learning inhibitions; the relationship of human frontal lobe function and learning disorders and its implications; the lack of the clinical educator as clinic inadequacy in treating learning disorders; intellectual characteristics of severely retarded readers and implications for teaching techniques; observations on children with severe reading problems; medical treatment of behavior disorders; prescriptive team teaching for adolescent handicapped students within a public school; and a preliminary report on a study of eye preference, certain body mechanics, and visual problems. (TE)

ABSTRACT 11199

EC 01 1199 ED 027 691
Publ. Date 31 Mar 69 219p.
Rappaport, Sheldon R.
Public Education for Children with Brain Dysfunction.
EDRS not available
Syracuse University Press, Box 8, University Station, Syracuse, New York 13210 ($6.50).

Descriptors: exceptional child education; learning disabilities; educational programs; teaching methods; behavior change; school community cooperation; administrative policy; parent attitudes; parent counseling; child development; diagnostic teaching; equipment; classroom design; readiness; sensory integration; instructional materials; behavior problems; psychotherapy; teacher role; program planning

A foreword by William M. Cruickshank introduces a book designed to provide information on the problems of children with brain dysfunction and to furnish guidelines to habilitation. Subjects discussed are the status of education for these children, preparing the community for a school program, selection of school and preparation of the principal, teachers, and parents, and a conceptual model including child development as a framework for assessment and education. Recommendations of D.B. Harmon on environmental design, an example of educational programing, and tasks for the development of readiness are presented. Color, form, and utilization of instructional materials are described; also described are psychotherapy and the role of the teacher in behavior management.

parent counseling, and the need for effective habilitation. A glossary of terms is included. (RP)

ABSTRACT 11263

EC 01 1263 ED N.A.
Publ. Date 65 282p.
A Profile...The EH Child...And His Needs.
Contra Costa County Department of Education, Pleasant Hill, California
EDRS not available
Contra Costa Department of Education, 75 Santa Barbara Road, Pleasant Hill, California 94523.

Descriptors: exceptional child education; learning disabilities; teaching methods; instructional materials; educational needs; neurologically handicapped; hyperactivity; perception; language arts; perceptual motor coordination; language development; mathematical concepts; mental retardation; neurological development; emotionally disturbed; epilepsy; dyslexia

The educationally handicapped child and his needs are discussed. Lectures treat mental retardation, function and malfunction of the nervous system, epilepsy, the education of the hyperactive child, perception, visual motor coordination and teaching materials, training perception, sensory motor training, special help in specific areas, and dyslexia. Student committee reports consider methods and materials encouraging the sequential development of quantitative concepts; eight authorities on visual perception and fine motor coordination; methods and materials for teaching reading, spelling, and writing; teaching methods and techniques for auditory perception and language development; and gross motor development materials and teaching and evaluation methods. An additional report discusses psychological services for emotionally handicapped children. The appendixes provide a diagnostic test to be administered by teachers to discover potential learning difficulties of children and outline the regulations relating special education programs for emotionally handicapped minors; a general bibliography cites 101 items. (LE)

ABSTRACT 11968

EC 01 1968 ED 031 001
Publ. Date 69 265p.
Cratty, Bryant J.
Perceptual-Motor Behavior and Educational Processes.
EDRS not available
Charles C Thomas, Publisher, 301-27 East Lawrence Avenue, Springfield, Illinois 62703 ($9.50).

Descriptors: exceptional child education; handicapped children; teaching methods; perceptual motor learning; physical education; visually handicapped; orthopedically handicapped; learning theories; social influences; visual perception; minimally brain injured; mentally handicapped; perceptual development; visually handicapped mobility; hyperactivity; psychomotor skills; perceptual motor coordination; lateral dominance

Addressed to elementary school and special class teachers, the text presents research-based information on perceptual-motor behavior and education, including movement and the human personality, research guidelines, and movement activities in general education. Special education is considered and perceptual motor abilities are discussed with reference to the blind, the clumsy child with minimal neurological handicaps, the mentally retarded, and the orthopedically handicapped. An appendix provides a screening test for evaluating perceptual motor attributes of neurologically and mentally handicapped children as well as a mobility orientation test for the blind. (MS)

ABSTRACT 11984

EC 01 1984 ED N.A.
Publ. Date 24 Dec 68 296p.
Dechant, Emerald
Diagnosis and Remediation of Reading Disability.
EDRS not available
Parker Publishing Company, Inc., Village Square Building, West Nyack, New York 10994 ($8.95).

Descriptors: exceptional child education; learning disabilities; reading; teaching methods; instructional materials; dyslexia; reading difficulty; testing; remedial reading, clinical diagnosis; instructional materials; identification; prevention; remedial reading programs; reading instruction; program planning; individualized instruction

Intended for the classroom teacher, the text presents methods for preventing, diagnosing, and remediating reading problems. Areas considered include identification of the difficulty, diagnostic testing, investigation of causes, and organization and implementation of remediation. A survey of reading methods is provided, along with a discussion of meeting the individual needs of children whose reading problems are compounded by other handicapping conditions. Various remedial procedures are described; guidelines are offered and materials listed in the areas of skill improvement materials, audiovisual materials, mechanical devices, and professional books. Information is appended regarding the following: tests of intelligence and reading readiness as well as reading survey, diagnostic reading, and oral reading tests; the role of the reading specialist; and 43 test and 231 book publishers. (LE)

ABSTRACT 20165

EC 02 0165 ED 031 834
Publ. Date 69 244p.
Valett, Robert E.
Programming Learning Disabilities.
EDRS not available
Fearon Publishers, 2165 Park Boulevard, Palo Alto, California 94306.

Descriptors: exceptional child education; learning disabilities; program planning; psychoeducational processes; evaluation methods; psychological evaluation; diagnostic teaching; reinforcement; sensory integration; perceptual motor coordination; administrative policy; identification; records (forms); teaching methods; instructional materials; class organization; classroom design; ancillary services; clinical diagnosis

Written primarily for use by persons concerned with the establishment and operation of learning disability programs, the text presents a rationale for programing, definitions, examples, and educational rationales for basic learning abilities, and a model school district policy statement. Preliminary screening, psychological evaluation, a developmental task approach to education, the diagnostic-prescriptive teacher, and the development of sensory-motor and perceptual skills are discussed. Suggestions are made for prescriptive programing and program organization; the rationale and methods for behavior modification and supporting programs and services are considered. Sample letters, forms, and records, behavior rating scales, evaluation sheets, schedules, lists of equipment and supplies, and lesson plans are provided. (RJ)

ABSTRACT 20240

EC 02 0240 ED N.A.
Publ. Date Apr 69 310p.
Strang, Ruth
Diagnostic Teaching of Reading.
EDRS not available
McGraw-Hill Book Company, 330 West 42nd Street, New York, New York 10036 ($8.50).

Descriptors: exceptional child education; reading; teaching methods; reading diagnosis; remedial reading; reading tests; interviews; case studies (education); reading instruction; diagnostic tests; classroom observation techniques; reading skills; diagnostic teaching; evaluation methods; learning disabilities; teacher role; oral reading; reading interests; dyslexia

Designed for a first course in the diagnosis of reading difficulties or for a major part of a comprehensive course in the teaching of reading, the text clarifies diagnostic theory, develops applications, and suggests specific ways to carry out the procedures described. Specific examples and cases illustrate the use of various diagnostic and remedial procedures at both elementary and secondary school levels. Excerpts from recorded interviews form the basis of a study of interview techniques. Discussions of group methods include the role of the teacher in diagnosis, observation in the classroom, oral reading as a diagnostic technique, introspective-retrospective reports, ascertaining interests, and the contribution of tests. Individual methods featured are physical factors in reading diagnosis, reading tests administered individually, indicators of reading potential, interview techniques, projective methods, and interpretation, synthesis, and treatment. Each chapter includes references and suggested readings. (LE)

ABSTRACT 20707

EC 02 0707 ED N.A.
Publ. Date 65 246p.
Peter, Lawrence J.
Prescriptive Teaching.
EDRS not available

McGraw-Hill Book Company, 330 West 42nd Street, New York, New York 10036.

Descriptors: exceptional child education; learning disabilities; emotionally disturbed; handicapped children; educational diagnosis; individualized programs; therapeutic environment; interdisciplinary approach; school personnel; individual development; learning theories; teaching methods; diagnostic teaching; educational strategies

The book provides a methodology for dealing with a wide range of problems in the regular classroom or in special education. Ways to convert diagnostic findings into classroom procedures are explained in an informative manner to readers who are not specialists in psychology. Content includes discussions on the following: an introduction with a definition, use of diagnostic resources, principles of guidance, and an overview of the prescriptive teaching method; the development of the principle of structure in the learning process; methods for diagnosis; ways to translate diagnostic findings; a discussion on the education of the exceptional child; three examples of teaching prescriptions; means of communication; a discussion on the teacher and the teaching process; a chapter on the followup method for instruction improvement; and conclusions. (WW)

ABSTRACT 20721

EC 02 0721 ED N.A.
Publ. Date 68 99p.
Arena, John I., Ed.
Building Spelling Skills in Dyslexic Children.
EDRS not available
Academic Therapy Publications, 1539 4th Street, San Raphael, California 94901 ($2.95).

Descriptors: exceptional child education; learning disabilities; spelling instruction; dyslexia; teaching methods; parent teacher conferences; visual discrimination; sensory training; diagnostic teaching; remedial instruction; visual perception; educational games; lingusitics; kinesthetic perception; handwriting; phonics; phonemes; initial teaching alphabet

Remedial approaches to spelling deficiencies specifically geared for the learning disabled are presented both in new articles and from some of the best articles of the Fall 1967 issue of Academic Therapy Quarterly. They were compiled with emphasis on creative methods and materials which utilize sensory modalities. Two unusual methods (writing, self-dictating method centered around a tape recorder and a non-visual technique involving sensory tracing) are explained. Other articles deal with discussions on spelling tests with suggestions for specific tests to use in a formal diagnostic evaluation, a technique for developing form constancy with suggestions for classroom games, characteristics and needs of a learning disabled child, a suggestion for an intermediate stage between motor-perceptual-visualization training and spelling competency, and criteria to be applied in judging improvement in spelling. A technique to determine auditory abilities as a method to develop visual-aural competencies, a discussion on the theory and practices of the i.t.a. and spelling, suggestions for diagnosis and remediation of spelling disabilities and a technique which utilizes the sensory approach to spelling are detailed. Other articles present a discussion of the visual skill of spelling, a method for teaching spelling in a splash of color, an integrational approach to spelling, suggestions for nonconventional ways of administering and scoring spelling tests, a definition of the linguistic approach, a device to help teach memory for design, shapes and forms, a discussion of developmental teaching, suggestions for associative memory for spelling, remediation techniques for individual letter reversal reductions, a discussion of a technique of using three-dimensional texture for letter acquisition, ideas on auditory fusion and word forms as spelling techniques, and suggestions for time charts for poor spellers. Interspersed with the main articles are short creative ideas for possible classroom implementation. (WW)

ABSTRACT 20885

EC 02 0885 ED 028 583
Publ. Date 68 144p.
Karnes, Merle B.
Helping Young Children Develop Language Skills: A Book of Activities.
Council for Exceptional Children, Washington, D. C.
EDRS mf
The Council for Exceptional Children, 1411 South Jefferson Davis Highway, Suite 900, Arlington, Va. 22202 (HC $2.75).

Descriptors: exceptional child education; psycholinguistics; teaching methods; communication skills; learning activities; disadvantaged youth; language; listening skills; visual perception; language development; verbal ability; associative learning; auditory perception; recall (psychological); perceptual motor learning; memory; instructional materials; mentally handicapped; learning disabilities; preschool children

Developed to improve the language skills of culturally disadvantaged preschool children, the activities can be adapted for use with the retarded or those with learning disabilities. Communication processes considered are derived from the Illinois Test of Psycholinguistic Abilities. Activities are described for the following areas: listening skills or auditory decoding; understanding materials presented visually or visual decoding; verbal expressive abilities or vocal encoding; motor expression or motor encoding; verbal associations or auditory vocal association; visual associations or visual motor association; standard syntactical constructions and auditory closure or auditory vocal automatic process; auditory memory or auditory vocal sequential process; visual memory or visual motor sequential process; and visual closure. An appendix contains a list of sources. (RJ)

ABSTRACT 20886

EC 02 0886 ED 028 584
Publ. Date 68 276p.
Haywood, H. Carl, Ed.
Brain Damage in School Age Children.
Council for Exceptional Children, Washington, D. C.
EDRS mf
The Council for Exceptional Children, 1411 South Jefferson Davis Highway, Suite 900, Arlington, Va. 22202 (HC $5.50 Paper: $6.50 Cloth).

Descriptors: exceptional child education; neurology; minimally brain injured; identification; teaching methods; learning disabilities; neurologically handicapped; physiology; cerebral dominance; epilepsy; seizures; language handicapped; aphasia; clinical diagnosis; testing; psychological tests; case records; motor development; perceptually handicapped; Doman Delacato Method

The product of a professional workshop, 10 papers discuss brain damage. An introduction to clinical neuropsychology is presented by H. Carl Haywood. A section on neurological foundations includes papers on the organization of the central nervous system by Jack T. Tapp and Lance L. Simpson, on epilepsy by Angela T. Folsom, and on organic language disorders in children by Kathryn Barth Horton. Aspects of psychological diagnosis considered are the use of psychological tests in diagnosis by Homer B.C. Reed, Jr., and screening children through the laboratory method by Luciano L. Abate. Approaches to treatment are included in a discussion of educators and minimal brain dysfunction by Lloyd M. Dunn, in a summary of the literature on behavior disorders in brain injured children by Gary M. Clark, and in a review of the theories and methods of Doman and Delacato by Charles W. McDonald. An annotated bibliography on anoxia by Harry Lewis is also included. (RJ)

ABSTRACT 20912

EC 02 0912 ED 020 605
Publ. Date 68 273p.
Myklebust, Helmer R., Ed.
Progress in Learning Disabilities. Volume I.
EDRS not available
Grune & Stratton, 381 Park Avenue South, New York, New York 10016.

Descriptors: exceptional child education; learning disabilities; child development; identification; language; physicians; psychiatrists; electroencephalography; visual perception; dyslexia; neurological organization; ophthalmology; language ability; educational needs; teaching methods; educational planning; medical evaluation; perceptual development; perceptual motor coordination; neurologically handicapped; perceptually handicapped; minimally brain injured; educational diagnosis

The first of a series dealing with learning disabilities from a psychoneurological standpoint, the volume contains current discussions and research reports. Ten authors from a variety of fields contribute chapters, each with an accompanying

list of references. The editor, H.R. Myklebust, provides the opening article on Learning Disabilities: Definition and Overview. Also included are Pediatric Neurology and Learning Disabilities by D.M. Vuckovich, Learning Disabilities: The Developmental Point of View by L.B. Ames, The Role of Child Psychiatry in Learning Disabilities by M. Giffin, and The Pediatrician's Role in Learning Disabilities by B.H. Ong. Additional articles presented are Electroencephalography and Learning by J.R. Hughes, Ophthalmological Factors in Learning Disabilities by L.J. Lawson, Neurological Foundations of Language by N. Geschwind, Language Pathology and Learning Disabilities by H.J. McGrady, and Education for Children with Learning Disabilities by M. Frostig. (DF)

ABSTRACT 20941

EC 02 0941 ED 032 666
Publ. Date 69 389p.
Tarnopol, Lester, Ed.
Learning Disabilities; Introduction to Educational and Medical Management.
EDRS not available
Charles C Thomas, Publisher, 301-27 East Lawrence Avenue, Springfield, Illinois 62703 ($16.75).

Descriptors: exceptional child education; learning disabilities; identification; behavior problems; parent role; visual perception; auditory perception; minimally brain injured; medical evaluation; psychological evaluation; testing; clinical diagnosis; dyslexia; psycholinguistics; reading instruction; delinquency; teaching methods; program administration; rehabilitation; community programs

Designed to assist in the development or improvement of programs for children with learning disabilities, the text includes the following discussions: an introduction to children with these disabilities; a new look at learning disabilities; parent and professional relations; the national problem of learning disabilities; the role of the physician in early diagnosis and management; psychiatric disability and learning problems; rehabilitation and community programs; the psychologist and case finding; testing; auditory processes; visual perception and early education; a psychoeducational and physiological approach to the dyslexias; the Illinois Test of Psycholinguistic Abilities; a controversial view of reading; delinquency and learning disabilities; case finding, treatment, and the teacher; program administration; and Michigan's perceptual development program. Parent organizations are listed. (RJ)

ABSTRACT 20986

EC 02 0986 ED N.A.
Publ. Date 69 137p.
Arena, John I.
Teaching Through Sensory Motor Experiences.
EDRS not available
Academic Therapy Publications, 1539 Fourth Street, San Rafael, California 94901.

Descriptors: exceptional child education; learning disabilities; perceptual motor learning; teaching methods; sensory training; body image; space orientation; lateral dominance; kinesthetic perception; retention; eye hand coordination; tactual perception; visualization; visual perception; auditory perception; sequential approach

Included in the collection are articles on sensory-motor sequencing experiences in learnirg by R.G. Heckelman, intergrating form perception by Floria Coon-Teters, building patterns of retention by Harold Helms, hand-eye coordination by Shirley Linn, laterality and directionality by Sheila Benyon, body image and body awareness by Grace Petrie, tactile-kinesthetic approaches to learning by Lena Gitter, and relating body awareness and effortless motion to visual training by C.V. Lyons and Emily Lyons. Also discussed are visual perception and discrimination (Donald Hardy and Beverly Casebeer), auditory perception (Martha Serio and Martha Faelchle), perceptual distortion (Jack Wahl), arithmetic and language skills developed through emphasis on counting sequences (Florence A. Sharp), and errors in visual perception (Mary Lu Kost). (JM)

ABSTRACT 21320

EC 02 1320 ED 027 167
Publ. Date Dec 68 60p.
Svagr, Virginia
Teaching Upper Elementary Students with Severe Learning Disabilities.
Oakland Unified School District, California
EDRS mf,hc

Descriptors: arithmetic; attention control; behavior development; dyslexia; group dynamics; instructional programs; intermediate grades; learning disabilities; logical thinking; operant conditioning; reading skills; social studies; teaching methods; writing skills

A program for intermediate-grade children (4, 5, and 6) with severe learning disabilities is described. The typical student involved in the program has been unsuccessful in a regular classroom, and has had special help with reading, does not fit the criteria for any special education program, and has average or above-average intelligence. The program objectives, the skills taught, and the teaching methodology are described. Also described are the materials employed, the architectual requirements, and the back-up services. A multidisciplinary analysis of the program and evaluation of each student are emphasized. Charts, tables, and a bibliography are included. (RT)

ABSTRACT 21525

EC 02 1525 ED N.A.
Publ. Date 60 148p.
Lewis, Richard S. and Others
The Other Child; The Brain-Injured Child.
EDRS not available
Grune and Stratton, Inc., 381 Park Avenue South, New York, New York 10016.

Descriptors: exceptional child education; learning disabilities; minimally brain injured; perception; cognitive processes; language development; behavior; parent child relationship; educational needs; parent education

Written for both parents and professional workers, the text in nontechnical language defines and discusses the brain injured child. Areas of concern are perception, conception, language, behavior, management at home, and education in the school. Each section describes situations and suggests solutions for remediation of problems. (JM)

ABSTRACT 21780

EC 02 1780 ED 035 159
Publ. Date 69 492p.
Wold, Robert M., Ed.
Visual and Perceptual Aspects for the Achieving and Underachieving Child.
EDRS not available
Special Child Publications, Inc., 4535 Union Bay Place N. E., Seattle, Washington 98105.

Descriptors: exceptional child education; visual perception; perceptually handicapped; learning disabilities; identification; underachievers; interdisciplinary approach; optometrists; dyslexia; eye hand coordination; eye movements; lateral dominance; drug therapy; teaching methods; perception tests; perceptual motor coordination

Twenty-five articles, grouped as either theory, interprofessional coordination and cooperation, or testing and remediation, consider perception and achievement. Discussions of the following topics are included: why children don't read better, the myth or reality of dyslexia, visual development, developmental testing and training, the role of vision in achievement and learning disabilities, dyschriesopia, near binocular performance, dominance, interprofessional relationships, school vision programs, school screening, optometry, the role of the optometrist, and the role of the National Society for Vision and Perception Training. Also considered are the Winter Haven Program and the team approach, eye movements and eye-hand coordination, phrase reading, the perception of phrases, visual memory, the development of directionality and perception, the treatment of strephosymbolia, a perceptual motor program, perceptual training, drug therapy in minimal brain dysfunction, and disability terminology. (RJ)

ABSTRACT 22045

EC 02 2045 ED N.A.
Publ. Date 69 447p
Kaluger, George; Kolson, Clifford J.
Reading and Learning Disabilities.
EDRS not available
Charles E. Merrill Publishing Company, 1300 Alum Creek Drive, Columbus, Ohio 43216.

Descriptors: exceptional child education; learning disabilities; reading difficulty; educational diagnosis; learning processes; remedial reading; remedial instruction; language skills; study skills

The detailed manual deals with diagnostic techniques and program suggestions

for learning disabilities. Areas discussed are the reading and learning process, determinants of learning patterns, the nature of reading and learning disabilities, the learner and symptoms of disabilities, informal diagnosis of abilities, specific diagnosis of disabilities, and programing for teaching reading. Other topics considered are remediation of reading skills and tactile, aural-verbal, and visual skills, remediation of perceptual motor and cognitive abilities, severe learning disorders, understanding phonics, the visual approach to word recognition skills, comprehension and content areas, vocabulary building, and study skills and interest. (JM)

ABSTRACT 22148

EC 02 2148 ED N.A.
Publ. Date 70 132p.
Johnson, Marjorie Seddon, Ed. Kress, Roy A., Ed.
Reading Difficulties: Classroom and Clinic. Proceedings of the 1968 Annual Reading Institute (Temple University, Philadelphia, Pennsylvania, Jan 22-26, 1968).
EDRS not available
Department of Psychology, Temple University, Broad Street and Montgomery Avenue, Philadelphia, Pennsylvania 19122 ($4.00).

Descriptors: exceptional child education; dyslexia; learning disabilities; reading instruction; identification; language development; cognitive processes; perception; cultural factors; prevention; emotional problems

An attempt to put into perspective the problems involved in mastering reading, the text contains a compilation of papers presented at a reading institute. Topics covered are the following: identifying problem readers in the classroom, factors in reading difficulties, perceptual bases of language learning, perception and reading, the cognitive domain in language learning and reading disability, and experiential/sociological bases for language learning. Also discussed are cultural factors in reading disability, reading disabilities in various countries, prevention and correction, development of a comprehensive preventive program, and emotional influences in learning disability. Flexibility in reading, a new approach to reading for institutionalized delinquents, and reading difficulties are explored. (RJ)

ABSTRACT 22207

EC 02 2207 ED 037 859
Publ. Date 68 43p.
Suggested Activities to Use With Children Who Present Symptoms of Visual Perception Problems, Elementary Level.
Washington County Board of Education, Washington, Pennsylvania
EDRS mf,hc

Descriptors: exceptional child education; learning disabilities; perceptual motor learning; visual perception; learning activities; perceptually handicapped; body image; visual discrimination; sensory training; instructional materials; teaching methods; teacher developed materials; puzzles; educational games; screening tests; manipulative materials; identification; individual characteristics

Symptoms displayed by primary aged children with learning disabilities are listed; perceptual handicaps are explained. Activities are suggested for developing visual perception and perception involving motor activities. Also suggested are activities to develop body concept, visual discrimination and attentiveness, visual memory, and figure ground perception. Body concept puzzles are recommended for developing visual motor integration; cutting, pasting, and sorting activities are described; and specific visual motor activities, including walking beam, are detailed. Also provided are screening test examples and bibliographies of teaching materials and of texts and periodicals. (JD)

ABSTRACT 22313

EC 02 2313 ED N.A.
Publ. Date 70 276p.
Durr, William K., Ed.
Reading Difficulties: Diagnosis, Correction, and Remediation. Selected Convention Papers.
International Reading Association, Newark, Delaware
EDRS not available
International Reading Association, 6 Tyre Avenue, Newark, Delaware 19711.

Descriptors: exceptional child education; conference reports; reading; remedial reading; reading difficulty; reading instruction; reading programs; reading research; informal reading inventory; disadvantaged youth; reading materials; summer programs; reading diagnosis; test validity; teaching methods; dyslexia

Papers selected from a convention of the International Reading Association are presented. Topics of the 28 papers include various factors associated with reading difficulties, informal diagnostic procedures, correction of reading problems in the classroom (including problems of the inner city schools), and remedial programs of the reading specialist. (MS)

ABSTRACT 22324

EC 02 2324 ED N.A.
Publ. Date Mar 70 16p.
Stillwell, Robert J. and Others
Educationally Handicapped and the Engineered Classroom: An Educational Solution.
EDRS not available
Focus on Exceptional Children; V2 N1 P1-16 Mar 1970

Descriptors: exceptional child education; learning disabilities; classroom arrangement; reinforcement; behavior change; educational programs; teaching methods; engineered classroom

The engineered classroom designed by Frank M. Hewett is described beginning with the developmental sequence of educational goals. The physical environment is diagrammed for both elementary and junior high school students. The use of reinforcement is discussed through the check mark system, and a list is presented of interventions to be used by teachers to maintain student roles. Also considered are materials and topics for the daily instructional program including scheduling of curriculum activities. (RJ)

ABSTRACT 22581

EC 02 2581 ED 038 826
Publ. Date 69 228p.
Buist, Charlotte A.; Schulman, Jerome L.
Toys and Games for Educationally Handicapped Children.
EDRS not available
Charles C Thomas, Publisher, 301-327 East Lawrence Avenue, Springfield, Illinois 62703 ($9.50).

Descriptors: exceptional child education; mentally handicapped; learning disabilities; instructional materials; bibliographies; toys; educational games; manipulative materials; visual perception; auditory perception; sensory training; memory; concept formation; motor development; psychomotor skills; verbal development; annotated bibliographies; intellectual development; language development; perceptual motor learning

Commercially available toys and games for children with educational handicaps, from general retardation to disabilities in limited areas of functioning are listed. For each toy, the name, manufacturer, and sex and age interest are stated; a description of the toy is given. All toys are classified according to the intellectual functions involved. These include visual perception (like-different, part-whole, spatial relations, figure-ground) and auditory perception (like-different, figure-ground). Additional categories are retention and recall (visual memory, auditory memory), conceptualization, and expression (fine motor, gross motor, verbal). (JD)

ABSTRACT 22744

EC 02 2744 ED 039 686
Publ. Date 69 138p.
McCarthy, James J.; McCarthy, Joan F.
Learning Disabilities.
EDRS not available
Allyn and Bacon, Inc., 470 Atlantic Avenue, Boston, Massachusetts 02210.

Descriptors: exceptional child education; learning disabilities; educational methods; etiology; identification; educational diagnosis; teacher education; educational research; legislation; parent participation; classroom techniques

An attempt to collate basic knowledge concerning learning disabilities, the text discusses the background and definition of learning disabilities, and its identification, etiology, and epidemiology. Guidelines for diagnostic evaluation are presented as are approaches from perceptual motor, developmental, visual, neurophysiological, linguistic, and diagnostic-remedial points of view. Additional topics considered are illustrative classroom programs, teacher preparation, educational research, parent groups, special education legislation, and future prospects. (JM)

ABSTRACT 23292

EC 02 3292 ED 034 904
Publ. Date Jan 70 62p.
State Legislation for Children with Learning Disabilities. CEC State-Federal Information Clearinghouse for Exceptional Children Series on Government and the Exceptional Child, Volume I.
Council for Exceptional Children, Arlington, Virginia
Office of Education (DHEW), Washington, D. C.
EDRS mf hc

Descriptors: exceptional child education; state legislation; learning disabilities; educational programs; state laws; special classes; admission criteria; administrator responsiblity; school districts; school district spending; administrative policy; school attendance laws; financial support; definitions; special services

The first in a series of reports on the exceptional child and government, the publication is compiled from the laws of the 50 states and is specifically directed to the child with learning disabilities. Not included are the laws of states in which the learning disabled receive services when no specific legal provisions are made (an umbrella law covers all exceptional children) or when services have been extended by broadening legal labels such as crippled, maladjusted, or health impaired. The document is updated through 1969; more current information will become available from the State-Federal Information Clearinghouse. Laws are cited from the following states: California, Colorado, Connecticut, Delaware, Florida, Hawaii, Idaho, Massachusetts, Nevada, New Jersey, New Mexico, Oklahoma, Oregon, Pennsylvania, South Dakota, Texas, Washington, and West Virginia. (RJ)

ABSTRACT 30046

EC 03 0046 ED 043 170
Publ. Date 69 183p.
Kronick, Doreen, Ed.
Learning Disabilities: Its Implications to a Responsible Society.
EDRS not available
Developmental Learning Materials, 3505 North Ashland Avenue, Chicago, Illinois 60657 ($9.75).

Descriptors: exceptional child education; learning disabilities; interaction; social integration; minimally brain injured; neurologically handicapped; identification; family influence; family life; social relations

Designed to emphasize areas of interaction, the papers on learning disabilities include discussions of the importance and procedures of early diagnoses of developmental disorders, by Joseph DiLeo; traditional concepts and problems of minimal brain dysfunction (MBD), by Ernest Siegel; interactions of the MBD child, family, and teacher, by Bernard Aronov; and psychological problems of minimally brain injured adolescents, by Sol Gordon. Edward Scagliotta explores effects and contributions of the learning disabled child in family relationships, while Willetta Silva examines the existing school procedures for children changes. In three papers, Doreen Kronick describes the concept of secondary gain in the MBD child, unique factors affecting family interaction with learning disabled children, and realistic goals and objectives for children with minimal brain dysfunction. (RD)

ABSTRACT 30047

EC 03 0047 ED N.A.
Publ. Date 69 313p.
Myers, Patricia I.; Hammill, Donald D.
Methods for Learning Disorders.
EDRS not available
John Wiley and Sons, Inc., 605 Third Avenue, New York, New York 10016 ($8.50).

Descriptors: exceptional child education; learning disabilities; teaching methods; educational diagnosis; educational theories; models; conceptual schemes; learning processes; perceptual motor learning; phonics; multisensory learning; language development; neurological organization

The authors' statement of the book's purpose is fourfold: to present a theoretical frame of reference within which to view the learning disorders of children; to provide a general textbook in teaching methods for learning disabled children; to prepare a concise overview of learning disorders for professional personnel; and to suggest a descriptive orientation for assessment and remediation of learning disorders. A behavioral orientation, rather than a medical or psychological one, is suggested. Introductory chapters present general concepts and definitions, information on educationally oriented evaluation, and how to move from evaluation to instruction. The following chapters discuss various systems: perceptual-motor, multisensory, language development, phonic, structured, test-related, and neurological organization. It is suggested that teachers can use the theoretical framework and descriptions of the methods given to choose appropriate instructional techniques, although the methods are only summarized and the teacher would need to consult primary sources cited for implementation. (KW)

ABSTRACT 30064

EC 03 0064 ED N.A.
Publ. Date 69 310p.
Godfrey, Barbara B.; Kephart, Newell C.
Movement Patterns and Motor Education.
EDRS not available
Appleton-Century-Crofts, 250 Park Avenue, New York, New York 10017 ($6.95).

Descriptors: exceptional child education; motor development; physical education; perceptual motor coordination; motor reactions; teaching methods; program descriptions; physical activities; skill development

In its treatment of developmental physical education, motor development, school achievement, and perceptual motor accomplishment, the text is designed for classroom teachers, special educators, physical educators, and parents. Topics treated include motor activity and the educational process, movement education and physical education, types of movement patterns, locomotor patterns, balance patterns, propulsive and absorptive patterns of handling objects, and general factors in movement pattern performance. Checklists and techniques used in the evaluation of movement patterns are discussed. Information is also provided on teaching movement patterns. Examples of programs, organization, procedures, specific techniques, and activities are included, along with a glossary of terms. (MS)

ABSTRACT 30261

EC 03 0261 ED N.A.
Publ. Date 70 8p.
Gross, Mortimer D.
Some Medical Aspects of Learning Disabilities.
EDRS not available
Journal of the Association for the Study of Perception; V5 N1 P1-8 Spr 1970

Descriptors: exceptional child education; learning disabilities; neurological defects; neurological organization; drug therapy; physiology; behavior problems; medical treatment

Discussed is the background of the field of learning disabilities, beginning with a major revolution in psychiatry after 1955. Learning disability as a term is defined, and brain dysfunction differentiated from brain damage. The chemical and physiological working of the brain is described in relatively simple terms, using comparisons with computer operation and computer storage and retrieval of information. Also considered is the relationship of learning disabilities and behavioral problems, the management of children with such problems, and major kinds of medications used to help such children. The combination of medication and special education is recommended as an ideal combination for providing the optimum conditions for learning. (KW)

ABSTRACT 30330

EC 03 0330 ED N.A.
Publ. Date 66 84p.
Roberts, Alice Calvert
The Aphasic Child: A Neurological Basis for His Education and Rehabilitation.
EDRS not available
Charles C Thomas, Publisher, 301-327 East Lawrence Avenue, Springfield, Illinois 62703 ($4.50).

Descriptors: exceptional child education; asphasia; learning disabilities; language handicapped; speech handicapped; neurology; physiology; psychology; learning theories; electroencephalography; dyslexia; case studies (education)

Theories of the function of language and the condition of aphasia are discussed in terms of neurophysiological processes, factors of neurology and psychology, and the role of the electroencephalogram in neurophysiology. In examining the treatment of the aphasic child, the text

presents educational programing and activities for related disorders such as alexia, dyslexia, acalculia, and agraphia. Rehabilitation concerns are noted, and seven brief case histories are described. (RD)

ABSTRACT 30368

EC 03 0368 ED N.A.
Publ. Date 69 301p.
Bush, Wilma Jo; Giles, Marian Taylor
Aids to Psycholinguistic Teaching.
EDRS not available
Charles E. Merrill Books, 1300 Alum Creek Drive, Columbus, Ohio 43216 ($10.00).

Descriptors: exceptional child education; slow learners; learning disabilities; psycholinguistics; sequential approach; recreation; auditory perception; visual perception; perceptual motor coordination; memory; multisensory learning; tactile perception

Therapeutic activities at the psycholinguistic level of development are presented to help slow learners or children with learning disabilities at individual stages of processing. Within the chapters, suggestions are made for activities at various levels from first to eighth grade. Topics described concern auditory and visual reception, auditory and visual association, verbal and manual expression, grammatic closure, and auditory and visual sequential memory. Remedial recreational activities are suggested as are visual, auditory, tactile, and kinesthetic techniques. A brief publishers list is included. (RJ)

ABSTRACT 30387

EC 03 0387 ED 043 982
Publ. Date 70 195p.
Stephens, Thomas M.
Directive Teaching of Children with Learning and Behavioral Handicaps.
EDRS not available
Charles E. Merrill Publishing Company, 1300 Alum Creek Drive, Columbus, Ohio 43216 ($2.95).

Descriptors: exceptional child education; teaching guides; teaching methods; learning disabilities; behavior problems; educational strategies; student records; student evaluation; learning theories; reinforcement; emotionally disturbed; diagnostic teaching; learning difficulties; academic achievement; social development

Designed for teachers and other professional school personnel, the text presents the characteristics of children with learning and behavioral handicaps accompanied with an illustrative case study. The three variables of teaching (instructional media, school environment and student behavior) are described in terms of effective manipulation of such variables. The acquisition and utilization of significant student data are explored in areas of academic skills, perceptual ability, behavior, and potential reinforcement techniques. Learning principles and theories are described, and specific teaching strategies and methods for academic and social instruction are provided. Detailed procedures for evaluation of student performance are presented, followed by a glossary of related terms and phrases. (RD)

ABSTRACT 30550

EC 03 0550 ED N.A.
Publ. Date 70 72p.
Valett, Robert E.
Prescriptions for Learning: A Parent's Guide to Remedial Home Training.
EDRS not available
Fearon Publishers, 2165 Park Boulevard, Palo Alto, California 94306 ($2.75).

Descriptors: exceptional child education; learning disabilities; educational diagnosis; parent role; educational objectives; teaching methods

The manual is designed for parents of children with learning disabilities, and focuses on specific learning skills needed by primary level children which can be taught by parents. A series of programs (forms and suggestions) are provided to help parents gather information on their child's learning abilities by observing him systematically. An inventory of basic skills and a developmental task analysis help the parent identify the basic educational skills possessed or not possessed. Steps for determining objectives (specific target behaviors) and devising an actual teaching program (with the consultation of teacher or psychologist) are outlined and guiding forms provided. How to construct certain learning aids, obtain educational materials, and seek future help are also noted. (KW)

ABSTRACT 30560

EC 03 0560 ED N.A.
Publ. Date 70 345p.
Harris, Albert J., Ed.
Casebook on Reading Disability.
EDRS not available
David McKay Company, Inc., 750 Third Avenue, New York, New York 10017 ($7.95).

Descriptors: exceptional child education; learning disabilities; reading difficulty; reading diagnosis; remedial reading; case studies (education)

Sixteen case reports concern cases of reading disability and describe reading diagnosis and remedial help. Included are cases from full-time remedial schools, multi-disciplinary clinics, remedial reading clinics and centers, and medical settings. Appended is basic information about the psychological and educational tests mentioned in the reports. (KW)

ABSTRACT 30608

EC 03 0608 ED 044 849
Publ. Date 70 82p.
Valett, Robert E.
Effective Teaching: A Guide to Diagnostic-Prescriptive Task Analysis.
EDRS not available
Fearon Publishers, 6 Davis Drive, Belmont, California 94002 ($3.25).

Descriptors: exceptional child education; learning disabilities; diagnostic teaching; effective teaching; task analysis; teaching methods; individualized instruction; educational diagnosis; reinforcement

Written as a guide for diagnostic-prescriptive teachers desiring greater effectiveness in working with learning disabled children, the book has been designed for in-service and professional training programs but can also be used as a semiprogramed self-instructional aid by the experienced teacher. Chapter discussions and accompanying programed text cover: the personal characteristics, skills, and values of an effective diagnostic-prescriptive teacher, planning for individual needs, task analysis of student performance data for establishing appropriate educational and behavioral objectives, principles of prescriptive instruction, systematic reinforcement contingencies in the classroom to motivate students to learn, six common learning contracts and exchange systems for use with students with learning disabilities, techniques of negative reinforcement, and several alternative or supplemental strategies (psychoeducational consultants, case review meetings, conjoint intervention programs, teacher's aides, learning resource centers). (KW)

ABSTRACT 30807

EC 03 0807 ED 037 317
Publ. Date 69 63p.
Reading Disorders in the United States.
Secretary's National Advisory Committee on Dyslexia And Related Reading Disorders, Washington, D. C.
EDRS not available
Developmental Learning Materials, 3505 North Ashland Avenue, Chicago, Illinois 60657 ($1.00).

Descriptors: exceptional child education; learning disabilities; dyslexia; reading; reading difficulty; learning difficulties; statistical data; legislation; national programs; program effectiveness; incidence; Secretary's (HEW) National Advisory Committee on Dyslexia and Related Reading Disorders

To examine the scientific evidence relating to reading disorders and to develop recommendations for a framework of public action, the Secretary's (HEW) National Advisory Committee on Dyslexia and Related Reading Disorders was created. The committee is primarily concerned with individuals who, in spite of apparently adequate intelligence, exhibit difficulties in learning to read. In its report, the Committee has reviewed the magnitude and impact of the problem, the nature of the disorders, and existing programs and procedures for their remediation. The final section describes steps that may be taken toward a national program and provides an estimate of the cost of such an undertaking. (CD)

ABSTRACT 30937

EC 03 0937 ED N.A.
Publ. Date Oct 70 191p.
Carter, Darrell B., Ed.
Interdisciplinary Approaches to Learning Disorders.
EDRS not available
Chilton Book Company, 401 Walnut Street, Philadelphia, Pennsylvania 19106 ($8.95).
Papers Presented at A Conference on

Perceptual and Motor Abnormalities and Learning Disorders (Berkeley, California, December 27-29, 1967).

Descriptors: exceptional child education; learning disabilities; interdisciplinary approach; conference reports; perceptual motor learning; perceptual development; underachievers

The text is developed from the papers and discussions presented at a conference on perceptual motor abnormalities and learning disorders (Health Science Extension of the University of California and School of Optometry, December 27-29, 1967). A survey of various corrective approaches to learning disorders is provided, and original research material is introduced. The differing viewpoints are presented in a manner and language which the author indicates will facilitate communication among different professional groups. (CD)

ABSTRACT 30980

EC 03 0980 ED N.A.
Publ. Date 70 218p.
Bradfield, Robert H., Ed.
Behavior Modification: The Human Effort.
EDRS not available
Dimensions Publishing Company, Box 4221, San Rafael, California 94903.

Descriptors: exceptional child education; behavior; behavior change; learning disabilities; emotionally disturbed; behavior theories; historical reviews; research reviews (publications); language instruction; disadvantaged youth

Designed for the teacher and the professional in the field of education, the text consists of a collection of papers representing the ideas and research of outstanding behaviorists. An overview of behavior modification (past, present, and future) is given before getting into such educational applications as learning problems (the engineered classroom), language problems, the disadvantaged, childhood psychosis, and thinking skills. The scientific, human, and moral issues relative to behavior modification are also discussed. (CD)

ABSTRACT 31088

EC 03 1088 ED N.A.
Publ. Date 66 250p.
Kirk, Samuel A.
The Diagnosis and Remediation of Psycholinguistic Disabilities.
Illinois University, Urbana, Institute for Research On Exceptional Children
EDRS not available
Institute for Research on Exceptional Children, University of Illinois, Urbana, Illinois 61801.

Descriptors: exceptional child education; learning disabilities; psycholinguistics; educational diagnosis; diagnostic tests; remedial instruction; case studies (education); Illinois Test of Psycholinguistic Abilities

The first part of the document examines diagnostic procedures related to psycholinguistic disabilities. Basic considerations in the study of learning disabilities are set forth in the discussion encompassing academic and nonsymbolic disabilities, educational diagnosis and remediation, general procedures in diagnosing severe learning disabilities, and psycholinguistic disabilities and models. Described in detail are the types of disabilities delineated by the Illinois Test of Psycholinguistic Abilities (ITPA), a diagnostic test for young children in symbolic and nonsymbolic psychological processes which will give cues to remediation. Suggestions for supplementary diagnosis are also made. The second part of the document consists of nine longitudinal case studies illustrating the assessment of the psycholinguistic abilities of selected children with learning disabilities, and the development, application, and evaluation of remedial procedures for a variety of psycholinguistic disabilities. (KW)

ABSTRACT 31124

EC 03 1124 ED N.A.
Publ. Date Dec 70 5p.
Landsdown, Richard and Others
The Teacher and the Clumsy Child.
EDRS not available
Special Education: V59 N4 P6-10 Dec 1970

Descriptors: exceptional child education; perceptually handicapped; program evaluation; teaching methods; perceptual development; visual perception; motor development; Frostig Program for the Development of Visual Perception

In order to evaluate the Frostig Program for the Development of Visual Perception, 29 children identified with perceptual motor handicaps attending regular classes were tested. The subjects were grouped into Frostig and nonFrostig programs. Lack of conclusive results was identified and discussed. Also reported was a second project conducted to design a structured program to develop gross motor skills with perceptually handicapped children. Activities involving a trampoline, climbing frame, pattern cards, matchstick exercises, and painting and tracing were cited as components of the program. Results (after 15 months of the program) indicated encouraging progress in reading and perceptual ability, but were noted to be inconclusive for such a sample. (RD)

ABSTRACT 31220

EC 03 1220 ED N.A.
Publ. Date 70 239p.
Frostig, Marianne; Maslow, Phyllis
Movement Education: Theory and Practice.
EDRS not available
Follett Publishing Company, 201 North Wells Street, Chicago, Illinois 60606.

Descriptors: exceptional child education; learning disabilities; neurologically handicapped; theories; educational psychology; teaching guides; research reviews (publications); games; resource guides; movement education; Frostig, Marianne

Designed for special educators and classroom teachers as well as students, the text discusses movement skills in relation to the total emotional, intellectual, and social development of the growing child. Descriptions of games and movement activities to promote not only motor skills but develop body awareness, perceptual skills, language, arithmetic concepts and other academic learnings are presented. The text also contains material summarizing current research on the nature of motor activities, the manner in which motor activities integrate with other activities, which clinical practices are useful with children who have neurological deficits, as well as current educational methodologies. (CD)

ABSTRACT 31229

EC 03 1229 ED N.A.
Publ. Date 70 370p.
Carter, Homer L. J.; McGinnis, Dorothy J.
Diagnosis and Treatment of the Disabled Reader.
EDRS not available
Macmillan Company, 866 Third Avenue, New York, New York 10022 ($9.95).

Descriptors: exceptional child education; learning disabilities; reading difficulty; educational diagnosis; reading diagnosis; identification; remedial reading; evaluation methods

The text on reading disability, its diagnosis and treatment, emphasizes, in the consideration of factors affecting reading performance, an integration of facts from interviews, observations, inventories, and objective tests. The philosophy underlying the study and treatment of disabled readers, and identification and selection of such individuals are discussed. Two major approaches to the problem, clinical and corrective, are outlined, as are some causes of reading disabilities. Techniques eleborated upon include observation as a means of studying the student, interview, objective measures, and informal inventories. The review of treatment after diagnosis examines the treatment of children with orientation difficulties, vocabulary disabilities, and difficulty in reading for meaning. Also covered are appraisal of remediation, oral and written reports, and prevention of reading maladjustment. (KW)

ABSTRACT 31298

EC 03 1298 ED N.A.
Publ. Date Jan 71 24p.
Smith, Carl B. and Others
The Principal and the Reading Program: A Special Section (Six Articles).
EDRS not available
National Elementary School Principal; V50 N3 P34-57 Jan 1971

Descriptors: exceptional child education; administrator role; reading; reading difficulty; learning disabilities; environmental influences; elementary education; on the job training; volunteers; self concept

A series of articles dealing with the principal and the reading program is presented. Such areas as environmental reading problems, guidelines for remedial reading in elementary schools, learning disabilities, reading and self concept, and administrator's workshop on volunteer on-the-job training are covered. (CD)

ABSTRACT 31332

EC 03 1332 ED N.A.
Publ. Date Jan 71 9p.
Rawson, Margaret B.
Teaching Children with Language Disabilities in Small Groups.
EDRS not available
Journal of Learning Disabilities: V4 N1 P22-30 Jan 1971

Descriptors: exceptional child education; grouping (instructional purposes); reading difficulty; learning disabilities; teaching methods; instructional materials

The article discusses small group classes for students needing remedial help in reading. Some types of primary and secondary reading disabilities (likely to respond to small group teaching) are indicated. Major methods and appropriate approaches are presented along with suggestive references to texts and materials. The succession is from group adaptations of approaches designed for individualized, clinical teaching to suggestions for intensive use of classroom-oriented methods and materials. Phonic, linguistic, basal and mixed systems are identified and their usefulness in meeting needs of different types of learners is suggested. The importance of the informed and understanding skill and the adaptive flexibility of the teacher is emphasized. (Author)

ABSTRACT 31407

EC 03 1407 ED N.A.
Publ. Date 70 158p.
Rawson, Margaret B., Ed.
Bulletin of the Orton Society. Volume 20.
EDRS not available
Bulletin of the Orton Society: V20 P1-158 1970

Descriptors: exceptional child education; learning disabilities; dyslexia; adolescents; parent child relationship; language development; neurology; child development; annual reports; Orton Society; movement education

Papers, comments, and book reviews concerning the study and treatment of children with learning disabilities (dyslexia) are collected. Such topics as the neurobiology of language, practical applications, neurologic approach to specific language disability, the adolescent with scholastic failure, learning through movement, parents as tutorial participants, and a study of factors involved in early identification of specific language disability are but some of the papers included in the bulletin. (CD)

ABSTRACT 31412

EC 03 1412 ED N.A.
Publ. Date 70 37p.
Miles, Nancy R.
Swimming Techniques for Children with Learning Disabilities.
EDRS not available
Developmental Learning Materials, 3505 North Ashland Avenue, Chicago, Illinois 60657 ($2.00).

Descriptors: exceptional child education; learning disabilities; swimming; teaching methods; curriculum; teaching guides

It is suggested that a pool program be an integral part of the education of children with learning disabilities. Swimming as a training technique is approached as a generalization of other activities. Some swimming problems are noted and teaching hints listed. Facets of the swimming program outlined are the child's initial experience with the water, entry into the pool, breath control, supports, leg action, arm action, and stunts. Specific teaching techniques for each phase are suggested. (KW)

ABSTRACT 31544

EC 03 1544 ED N.A.
Publ. Date 70 117p.
Arena, John I., Ed.
Building Handwriting Skills in Dyslexic Children.
EDRS not available
Academic Therapy Publications, 1543 Fifth Avenue, San Raphael, California 94901 ($3.75).

Descriptors: exceptional child education; learning disabilities; handwriting; dyslexia; cursive writing; writing skills; teaching methods; perceptually handicapped; perceptual motor coordination; visual perception; left handed writer

Twenty-four articles deal with the problem of handwriting in dyslexic children and describe what the authors have found to be helpful in attacking the problem. Developmental, maturational, perceptual, and emotional factors and influences are emphasized in determining the child's ability or nonability to produce the graphic form of handwriting. Suggested approaches and teaching methods include the training of sensory and motor functions to respond in a more controlled and efficient manner. Articles treat such topics as the brain-damaged child, a kinesthetic technique for handwriting development, cursive writing, solving early reading problems via handwriting, stress reduction, remedial approaches, a musical approach, an analytical approach, related aspects of visual development, motor-coordinative practices, left-handedness, and other aspects of the handwriting problem. (KW)

ABSTRACT 31545

EC 03 1545 ED N.A.
Publ. Date 70 48p.
Wold, Robert M.
Screening Tests to be Used by the Classroom Teacher.
EDRS not available
Academic Therapy Publications, 1543 Fifth Avenue, San Raphael, California 94901 ($2.50).

Descriptors: exceptional child education; learning disabilities; screening tests; testing; test interpretation; student evaluation; teacher role; elementary school students

The booklet is intended to assist the classroom teacher in identifying the areas of difficulty of children in grades 1-6 who are not performing up to their potential in the basic skills of reading, spelling, arithmetic, and handwriting. Fourteen screening tests are described which will allow the teacher to gather information which will help in programing classroom activities for the child. The observations and information gathered will also assist the school psychologist or others on the diagnostic team in evaluating specific areas of deficit. Included are alphabet and sentence writing tests, the Wold Sentence Copying Test, the MKM Visual and Auditory Letter Recognition Tests, haptic letter recognition test, recognition vocabulary test, the Murroughs Phonovisual Test, the Gilmore Oral Reading Test, a naming test, Piaget Right-Left Awareness Test, and the Wold Visuo-Motor and Digit-Symbol Tests. A sample report of testing is presented to illustrate how to administer and record results of tests. Appended are descriptions of proper posture and paper positions while writing, and the forms necessary for the proper administration of most of the tests discussed. (KW)

ABSTRACT 31546

EC 03 1546 ED N.A.
Publ. Date 70 52p.
Behrmann, Polly
Activities for Developing Visual-Perception.
EDRS not available
Academic Therapy Publications, 1543 Fifth Avenue, San Raphael, California 94901 ($2.50).

Descriptors: exceptional child education; learning disabilities; visual perception; perceptual development; perceptual motor learning; sensory training; class activities; skill development; visual stimuli; psychomotor skills

The guide is a manual of multisensory exercises designed to strengthen visual-perceptual abilities of elementary school students either in classroom or remedial one-to-one situations. The goal is to develop the visual-perceptual skills basic to the language areas of reading, writing, and spelling; techniques involving basic visual motor skills training as well as techniques designed to develop and enhance the cognitive-perceptual skills are included. Simple to complex activities are suggested in the following areas: tracing, blackboard copying, visual stimuli-motor response, tracking, tactile-visual-motor, auditory-visual integration, kinesthetic visual motor, whole and parts of whole, visual sequencing, vertical games, visual integration and comprehension, and visual-motor-kinesthetic exercises. (KW)

ABSTRACT 31591

EC 03 1591 ED N.A.
Publ. Date 70 248p.
Cratty, Bryant J.
Some Implications of Movement.
EDRS not available
Special Child Publications, Inc., 4535 Union Bay Place, N. E., Seattle, Washington 98105 ($4.65).

Descriptors: exceptional child education; perceptual motor learning; motor development; physical activities; physical education; theories; mentally handi-

capped; visually handicapped; movement education

The book deals with movement experiences and how they may be used beneficially by children with mild or more severe sensory-motor deficiencies. Critically examined are some current theories concerning movement and sensory-motor or perceptual-motor programs, with evaluation supported by research data when possible. Some positive suggestions for improvement through movement are made, the author noting that, while it is simplistic to consider movement the basis of the intellect, there certainly are some kinds of classroom behavior for which fine or gross muscle control is essential for successful performance. The relations between movement, intelligence, and perception are explored, and the nature of movement behavior detailed, including recent research in motor learning and athletics. The role of movement behavior in the education of children is examined. The final section, elaborating upon the use of motor activities in the education of exceptional children, concentrates upon the mentally retarded and the blind. (KW)

ABSTRACT 31592

EC 03 1592 ED 047 451
Publ. Date 70 66p.
Peterson, Wretha
A Program for Early Identification of Learning Disabilities: Kit 1--The Educational Evaluation.
EDRS not available
Special Child Publications, Inc., 4535 Union Bay Place, N. E., Seattle, Washington 98105 ($48.00).

Descriptors: exceptional child education; learning disabilities; identification; educational diagnosis; testing; kindergarten children; primary grades

The Educational Evaluation is the first of three kits in a program developed to assist the special education or classroom teacher in providing a successful educational experience for children having trouble with a normal academic program. Kit 1 is equipped with materials and directions to systematically seek and interpret the various areas and causes of learning disability. Although developed especially for use at the kindergarten and first grade levels, the material can be adapted for use with older elementary students and the mentally retarded. Designed to be administered to one child at a time to discover his individual strengths and weaknesses, the complete kit includes a manual in the form of a three-ring notebook which contains plastic envelopes filled with testing materials, a supply of record booklets, and a compartmentalized box containing the bulkier materials. The materials are used to evaluate the child in such areas as visual, auditory, spatial, temporal, and tactile kinesthetic perception, recall, gross and fine motor coordination, language formulation, directionality, eye-hand coordination, body concept, and ability to organize both concretely and mentally and to integrate and use information received. (KW)

ABSTRACT 31612

EC 03 1612 ED N.A.
Publ. Date 70 24p.
Zoueff, Eleanor S.
From Hearing to Listening.
EDRS not available
Mafex Associates, Inc., Box 519, Johnstown, Pennsylvania 15907 ($1.95).

Descriptors: exceptional child education; learning disabilities; auditory training; perceptual development; auditory perception; primary grades; class activities

The booklet is a parent-teacher manual for auditory perception training of children experiencing difficulty in this area. The activities and games suggested were developed for use with primary special education classes or groups. The five following types of activities are presented: games for the purpose of auditory training in general activities, auditory training for reading readiness and spelling, arithmetic listening activities, musical games, and science listening activities. (KW)

ABSTRACT 31686

EC 03 1686 ED N.A.
Publ. Date Mar 71 13p.
Balow, Bruce
Perceptual-Motor Activities in the Treatment of Severe Reading Disability.
EDRS not available
Reading Teacher; V24 N6 P513-25 Mar 1971

Descriptors: exceptional child education; learning disabilities; reading difficulty; perceptual motor learning; neurologically handicapped; remedial reading

The article argues that, while there are good reasons for encouraging motor activity in learning, these reasons are nonspecific to academic deficiencies. Briefly reviewed is the history of severe reading disability and its relationship to suspected neurological difficulty. Pointed out is a lack of scientifically researched evidence that perceptual-motor activities are of significant value in correcting severe reading disability. Several studies are cited in support of the argument. It is concluded that perceptual-motor programs may be recommended as general additions to the elementary curriculum to help teach important behavioral skills necessary for success in school, but not as replacements for individual diagnosis and direct teaching of basic academic skills. (KW)

ABSTRACT 31688

EC 03 1688 ED N.A.
Publ. Date Mar 71 5p.
Wartenberg, Herbert and Others
Developing a Full-Time Reading Center Within a Public School Setting.
EDRS not available
Reading Teacher; V24 N6 P532-6 Mar 1971

Descriptors: exceptional child education; learning disabilities; reading difficulty; special classes; remedial programs; remedial reading; laboratory schools; Louisiana

A Reading Center was developed by the Caddo Parish School District (Shreveport, La.) to provide a full-time learning situation for 40 students with severe reading/learning problems. The program attempted to determine whether students with these disabilities would gain in reading ability after using specialized techniques in an individualized approach and to determine the effectiveness of a full-time, small-group laboratory school. Professional staff included a director, psychologist, two reading specialists, counselor, four classroom teachers, physical education director, speech therapist, music teacher, and consultant. Grades 1-8 were represented. A combination language-experience approach and basal approach was used, with other specific methods incorporated as needed. After 2 years, tests indicated gains in all areas, with students with the greatest reading needs making the greatest gains (as much as four levels). In addition, the development of positive feelings of success and competency was noted. Two thirds of the original pilot group have returned to regular classroom settings. (KW)

ABSTRACT 31689

EC 03 1689 ED N.A.
Publ. Date 71 24p.
Minde, K.
A Parents' Guide to Hyperactivity in Children.
EDRS not available
Quebec Association for Children With Learning Disabilities, 6338 Victoria Avenue, Montreal 252, Quebec, Canada ($1.00).

Descriptors: exceptional child education; hyperactivity; parent education; parent role; child rearing

For the benefit of parents of hyperactive children, the booklet describes some of the common difficulties experienced by hyperactive children, particularly at home. Discussed are typical characteristics of hyperactivity, who is affected, main difficulties encountered, how parents can help, types of management, and possible daily problems to overcome in raising a hyperactive child. (KW)

ABSTRACT 31742

EC 03 1742 ED 047 473
Publ. Date 70 222p.
Arena, John I., Ed.
Meeting Total Needs of LearningiDisabled Children: A Forward Look--Selected Papers on Learning Disabilities.
EDRS not available
Academic Therapy Publications, 1543 Fifth Avenue, San Rafael, California 94901 ($5.00).
Papers Presented at the Annual International Conference of the ACLD (7th, Philadelphia, Pennsylvania, February 12-14, 1970).

Descriptors: exceptional child education; learning disabilities; conference reports; minimally brain injured; neurologically handicapped; program descriptions; research projects; art therapy

Compiled are selected papers on learning disabilities from the Seventh Annual International Conference of the Association for Children with Learning Disabili-

ties (Philadelphia, Pennsylvania, February 12-14, 1970). Included in the collection are two keynote addresses, two papers concerning parents, three reports on evaluation and five dealing with research and curriculum. Several papers concerned with such topics as camping, creativity, art therapy, Project Genesis (based on developmental learning theory), individualizing instruction, inservice teacher training, a bookless curriculum, and acquainting police with the problems related to minimal brain dysfunction are included. A panel presentation on publications and a special presentation on the contributions of learning disabilities to education are also cited. (CD)

ABSTRACT 31814

EC 03 1814 ED N.A.
Publ. Date 47 206p.
Strauss, Alfred A.; Lehtinen, Laura E.
Psychopathology and Education of the Brain-Injured Child.
EDRS not available
Grune and Stratton, Inc., 381 Park Avenue South, New York, New York 10016.

Descriptors: exceptional child education; minimally brain injured; psychopathology; learning disabilities; teaching methods

In the first section of the book, dealing with the psychopathology of brain-injury, an historical review of problems pertaining to the concept of brain-injured children and their education is presented, and the anatomy of the brain and its function outlined. Attention is given to perceptual disturbances, thinking disorders, and behavior disorders in the brain-injured child. Also discussed are testing the brain-injured child, diagnosis, and the concept of the exogenous child versus the endogenous child. General principles in the education of the brain-injured child are stated in the first chapter of the section treating special educational techniques for brain-injured children. Detailed are techniques for the teaching of arithmetic fundamentals, teaching reading, and teaching writing. (KW)

ABSTRACT 31883

EC 03 1883 ED N.A.
Publ. Date 70 112p.
Love, Harold D.
Parents Diagnose and Correct Reading Problems.
EDRS not available
Charles C Thomas, Publisher, 301-327 East Lawrence Avenue, Springfield, Illinois 62703 ($6.00).

Descriptors: exceptional child education; learning disabilities; reading difficulty; parent role; parent education; reading diagnosis; reading tests; reading skills

Addressed to parents of children with reading difficulties, the text states the belief that parents can diagnose and correct their children's reading problems. Beginning with an introductory chapter on what the parent should be aware of when approaching such a problem, the manual discusses such topics as an informal reading inventory for parents, reading readiness and readiness tests, child development, causes of reading problems, word recognition and comprehension, the child's interest and taste in reading, study skills, oral and silent reading, learning disabilities, and parental assistance to the gifted. Activities are suggested throughout the text for each area of concern. (CD)

ABSTRACT 31913

EC 03 1913 ED N.A.
Publ. Date 69 105p.
McCarthy, John L., Ed.
A Guide to Curriculum Materials for Exceptional Children.
EDRS not available
Lowell Publications, P. O. Box 142, Mt. Pleasant, Michigan 48858 ($4.00).

Descriptors: exceptional child education; handicapped children; instructional materials; resource guides; educable mentally handicapped; perceptually handicapped

Intended to assist teachers and administrators in locating curriculum materials for exceptional children, the resource guide lists the price and source of various types of materials, and includes a brief description of each. The majority of the material presented is noted as appropriate for use in the education of the educable mentally retarded, although a large amount is also indicated for use with students who have perceptual problems and other types of learning difficulties. The materials are grouped under the following topic categories: alphabet, business, coordination, current events, driver education, English, health and science, home economics, language development, mathematics, music, occupational education, perceptual development, physical education, and miscellaneous (catalogs, equipment, films, learning and manipulative materials, and tests). (KW)

ABSTRACT 31930

EC 03 1930 ED 048 693
Publ. Date Apr 71 343p.
The Academic Underachiever.
Porter Sargent, Publisher, Boston, Massachusetts
EDRS not available
Porter Sargent, Publisher, 11 Beacon Street, Boston, Massachusetts 02108 ($5.95).

Descriptors: exceptional child education; underachievers; learning disabilities; directories; educational facilities; educational programs; private schools; clinics; reading clinics

The handbook classifies and describes over 700 programs and services for students who, due to behavioral, motivational, or organic impairments, are considered underachievers in the regular educational system. Listed by state are private schools which are primarily academic in nature; schools which are more specialized to treat and educate children with learning disabilities, whether of organic origin or related to behavioral factors; free or alternative educational programs; clinical facilities involved in the diagnosis of learning disabilities; and more specialized clinics offering both diagnosis and instruction, such as reading clinics. Additional listings include a classification of facilities by special features (such as boarding, coed, milieu therapy, therapeutic arts and crafts, full time psychiatric personnel, summer session, vocational training, and others), and a brief list of agencies and organizations as possible sources for further information. (KW)

ABSTRACT 31968

EC 03 1968 ED N.A.
Publ. Date Apr 71 9p.
Morsink, Catherine
The Unreachable Child: A Teacher's Approach to Learning Disabilities.
EDRS not available
Journal of Learning Disabilities; V4 N4 P209-17 Apr 1971

Descriptors: exceptional child education; learning disabilities; remedial instruction; case studies (education); remedial teachers; diagnostic teaching

Those who work in communities which are isolated or deprived often lack the ideal multidisciplinary facilities for treatment of the handicapped child. Presented is a case study suggesting that an ordinary remedial teacher, with some diagnostic help from consultants, can function successfully as the primary therapist for the child with difficulties in learning. This approach requires that the label of learning disabilities be extremely gross--that is, based simply on evidence that the child's achievement does not approach his potential. More refined definition of specific learning problems and abilities thus becomes the end product of continuous evaluation and diagnostic teaching. This approach postulates that neither lack of expert diagnosis nor misdiagnosing a child as unreachable can be accepted by the teaching profession as valid reasons for failure to help the handicapped child. (Author)

ABSTRACT 32008

EC 03 2008 ED N.A.
Publ. Date 66 234p.
Segal, Marilyn M.
Run Away, Little Girl.
EDRS not available
Random House, 201 East 50th Street, New York, New York 10022 ($6.95).

Descriptors: exceptional child education; physically handicapped; cerebral palsy; minimally brain injured; biographies; Doman Delacato Method; Institutes for the Development of Human Potential

The personal narrative is written by the mother of a 5-year-old girl with cerebral palsy. The account describes not only the first five years of Debbie's life, but also the reactions, activities, and goals of the family in relation to Debbie's development. In particular, the specific treatment program developed by the Institutes for the Achievement of Human Potential in Philadelphia, under the direction of Glenn Doman, is detailed. Much of the narrative concerns the programing and patterning exercises for Debbie carried out by the family at home. The author concludes that Debbie, at age five, continues to grow stronger and better as

a result of diligent application of the Institutes' program. (KW)

ABSTRACT 32067

EC 03 2067 ED N.A.
Publ. Date Nov 70 70p.
Miles, T. R.
On Helping the Dyslexic Child.
EDRS not available
Barnes and Noble, Inc., 105 Fifth Avenue, New York, New York 10003 ($3.50 HC, $2.65 PB).

Descriptors: exceptional child education; learning disabilities; dyslexia; reading difficulty; teaching methods; spelling; remedial instruction

Concerned with the day-to-day problems of helping the dyslexic child, the book presents some practical suggestions and teaching methods which can be adapted by teachers to meet the needs of individual students. Common signs indicative of dyslexia are explained, with samples of sentences written by dyslexic children. General guidelines for the teacher who has taken on a dyslexic child for remedial teaching are given, followed by more specific suggestions regarding the teaching of reading and spelling, and the phonetic cues method of teaching children to combine letters to make a word correctly, which indicates ways of introducing new sounds and words. A sample dictionary and exercises to use with this method are included. (KW)

ABSTRACT 32240

EC 03 2240 ED N.A.
Publ. Date 70 278p.
Gunderson, Doris V., Comp.
Language and Reading: An Interdisciplinary Approach.
EDRS not available
Center for Applied Linguistics, 1717 Massachusetts Avenue, N. W., Washington, D. C. 20036 ($8.00).

Descriptors: exceptional child education; learning disabilities; reading difficulty; reading; reading skills; theories; language ability; basic reading; linguistics

Seventeen papers representing writings of various disciplines on the subject of reading problems are presented. In the first section are included papers concerned with language, the theory of reading, and the nature of the reading process, particularly in relation to beginning reading. Skills required for learning to read are analyzed, the linguistic organization of elementary reading textbooks is discussed, and some conditions for developing beginning reading materials for ghetto children are considered. The three papers of the second section deal with research: the direction in which reading research should go, a conceptual analysis of reading, and a research study on perceptual training and reading achievement in disadvantaged children. The third section contains several articles discussing such aspects of reading problems as factors contributing to reading disability (linguistic considerations, psychiatric and sociologic aspects, and peer-group status in urban ghettos), the confusing use of the term dyslexia, and the rarity of reading disability in Japan. The final article provides an overview of the state of the art of reading instruction in the United States. (KW)

ABSTRACT 32241

EC 03 2241 ED N.A.
Publ. Date 71 544p.
Bateman, Barbara, Ed.
Learning Disorders: Volume 4, Reading.
EDRS not available
Special Child Publications, Inc., 4535 Union Bay Place, N. E., Seattle, Washington 98105 ($12.50).

Descriptors: exceptional child education; learning disabilities; reading difficulty; reading diagnosis; teaching methods; remedial reading; dyslexia; trend analysis; prevention

Articles dealing with reading and reading difficulty are grouped into four categories. Part 1, presenting papers on initial reading instruction and emphasizing the prevention of reading failure, is intended to be of particular interest to teachers, reading specialists, and others concerned with developmental reading programs and their implementation. Rationales and methods for various approaches to the teaching of reading are discussed. Parts 2 and 3 contain papers on the diagnosis and remediation of disabled readers from the psychoeducational and from the medical-educational points of view, and are intended to be of special interest to persons involved in reading pathology, such as psychologists, pediatricians, and remedial reading specialists. Specificity in remediation, informal testing, determination of word identification difficulties, the nature of diagnosis, and dyspedagogia are treated from the psychoeducational viewpoint. Medical-educational views on the diagnosis and remediation of developmental and symptomatic dyslexia are presented in Part 3. The final section highlights issues and trends in reading instruction and research in terms of their future directions. (KW)

ABSTRACT 32270

EC 03 2270 ED N.A.
Publ. Date Mar 71 6p.
Trester, Mary Fran
Sequence for the Training of Eye-Hand Coordination Needed for the Organization of Handwriting Tasks.
EDRS not available
Special Education in Canada; V45 N3 P17-22 Mar 1971

Descriptors: exceptional child education; learning disabilities; psychomotor skills; eye hand coordination; handwriting; motor development

The article suggests activities which a teacher can use to assist the development of skills required to perform handwriting tasks successfully in children who lack fine motor control and eye-hand coordination. The discussion illustrates how strength, control, pattern, and evolution are essential elements in the progression from gross to fine motor control and the development of patterns which can be utilized by the teacher. The sequence of motor tasks includes 11 types of class activities culminating in the fine motor skills required for handwriting. (KW)

ABSTRACT 32271

EC 03 2271 ED N.A.
Publ. Date Mar 71 8p.
Jacques, Caroline
Teaching Children With a Partial Language Disability.
EDRS not available
Special Education in Canada; V45 N3 P25-32 Mar 1971

Descriptors: exceptional child education; learning disabilities; language handicapped; reading; language instruction; teaching methods

A special education teacher summarizes instructional techniques for teaching language handicapped children, whose common characteristics are noted to be poor sentence structure, lack of syntax, poor grammar, unclear speech, limited vocabulary, auditory perception deficits, and low self-esteem. Discussed are the necessity of teaching the children to ask questions, the giving of oral directions, and vocabulary building. Attention is given particularly to the teaching of reading. The method used is based on the conception of a central nervous system deficit causing an overloading of the brain with more stimuli than it can handle. Therefore, the child needs to be taught the specific skills needed to interpret and organize his experiences. Described is the linguistic method, as opposed to the basic reader or experience method, of teaching reading. Phonemes are the basis of the author's method, with the goal of automatic association of sound and symbol implemented with the auditory-visual-kinesthetic approach. Specific techniques are described, and useful texts, workbooks, and other materials are listed. (KW)

ABSTRACT 32413

EC 03 2413 ED 050 536
Publ. Date 70 170p.
Kass, Corrine, Ed.
Advanced Institute for Leadership Personnel in Learning Disabilities. Final Report.
Arizona University, Tucson, Department of Special Education
Bureau of Education for the Handicapped (DHEW/OE), Washington, D. C.

EDRS mf,hc
OEG-0-9-121013-3021(031)
Proceedings of the Advanced Institute for Leadership Personnel in Learning Disabilities (Tucson, Arizona, December 3-6, 1969).

Descriptors: exceptional child education; learning disabilities; teacher education; teacher role; special education teachers; inservice teacher education; conference reports; institutes (training programs)

Reported upon is an institute involving 87 participants representing leadership personnel in the field of learning disabili-

ties, held December 3-6, 1969, in Tucson, Arizona. The institute's purpose was to upgrade the leadership personnel through exchange of information on issues in pre- and in-service training programs. Historical background, purposes, and organization of the institute are described. Proceedings presented include the committee reports of the seven groups into which participants were divided. Each working committee discussed specific roles and functions of teachers of the learning disabled, and implications for preparing such personnel. Also included are texts of the keynote speech by Leonard Lucito, in which he reviewed activities of the Bureau of Education for the Handicapped regarding teacher training for the future, and texts of the two main speeches by Richard Usher and Martin Dworkin. Usher's speech concerned teacher education in general, with emphasis of his research findings on teacher effectiveness and his point of view on future directions in teacher education, while Dworkin gave a philosopher's view of moral issues involved in changing children's learning behavior. Appended are reflections and comments by the institute's elder statesmen: William Cruickshank, Marianne Frostig, Newell C. Kephart, Samuel A. Kirk, and Helmer Myklebust. (KW)

ABSTRACT 32458

EC 03 2458 ED N.A.
Publ. Date 71 13p.
Hammill, Donald D.
Evaluating Children for Instructional Purposes.
EDRS not available
Academic Therapy Quarterly; V6 N4 P341-53 Sum 1971

Descriptors: exceptional child education; learning disabilities; teacher role; educational diagnosis; evaluation methods; diagnostic tests

The article describes an evaluation procedure to be used in the public schools for children with learning disabilities. The limitations of formal testing and evaluation such as lack of in-depth information that can be derived from tests, or false positive and false negative diagnoses, are discussed. Informal evaluation, characterized by its heavy educational orientation, reliance upon informal assessment techniques, and recognition of the teacher as a partner in the diagnostic decision-making phases of the evaluation is proposed. Various informal procedures assessing such functions as visual, auditory, tactile, vocal, motor, memory, and sequencing, are described to present some insight into the process of informal testing. (CD)

ABSTRACT 32461

EC 03 2461 ED N.A.
Publ. Date 71 7p.
Revelle, Dorothy M.
Aiding Children with Specific Language Disability.
EDRS not available
Academic Therapy Quarterly; V6 N4 P391-7 Sum 1971

Descriptors: exceptional child education; learning disabilities; writing skills; teaching methods; teacher developed materials; sequential learning

The instructional principles for teaching writing composition skills to children with a specific language disability are described, and the method for teaching the sequential concepts are discussed. Practice in oral work and in sequencing thoughts before writing is stressed. The operation of the child putting in writing the thoughts he has just expressed orally is discussed. Paragraph development and topic selection outlines are also considered. The final step in the sequence emphasizes the polishing of the paragraph, with the major focus on vocabulary building. Frequent practice is stressed as prerequisite for skill maintenance. (CD)

ABSTRACT 32464

EC 03 2464 ED N.A.
Publ. Date 71 15p.
Proger, Barton P.
Program Evaluation: The Model-Building Game.
EDRS not available
Journal of Learning Disabilities; V4 N6 P292-306 Jun-Jul 1971

Descriptors: exceptional child education; learning disabilities; program evaluation; evaluation criteria; evaluation methods; models

New state laws pertaining to accountability in education are said to increase the importance of good program evaluation. A critical review of the literature is presented that distinguishes formal evaluation of a learning disabilities program as a whole from diagnostic evaluation of an individual child. The value of total program evaluation for making more scientifically-based decisions in future programing is demonstrated. Formal program evaluation is viewed on three levels: evaluation of specific programs run by a local educational agency; evaluation of programs across a whole state; and evaluation of programs nation-wide. Several general models for program evaluation are described and criticized. The view is advanced that fewer models should be built in the future and that more agencies should be formed which offer help in devising custom-made program evaluation schemes for ongoing learning disabilities programs. (Author)

ABSTRACT 32488

EC 03 2488 ED N.A.
Publ. Date Jun 71 7p.
Oettinger, Leon, Jr.
Learning Disorders, Hyperkinesis and the Use of Drugs in Children.
EDRS not available
Rehabilitation Literature; V32 N6 P162-7, 170 Jun 1971

Descriptors: exceptional child education; hyperactivity; drug therapy; learning disabilities; sedatives; diagnostic tests

The use of drugs to treat hyperactivity and learning disorders in children is discussed. The questions of misuse and abuse of stimulant drugs are scrutinized, and a defense of drug treatment as a normalizing agent for hyperactivity is given. Diagnostic evaluation of the patient before prescribed drug treatment, from physical check through psychological, intelligence, tactile perception, and dominance testing, is covered. The stress throughout the article is that drug treatment be thought of as preparation in which the functioning of the mind as a unit is improved so that it can then respond in a more nearly normal pattern. (CD)

ABSTRACT 32576

EC 03 2576 ED 051 605
Publ. Date Jul 71 198p.
Kirk, Samuel A.; Kirk, Winifred D.
Psycholinguistic Learning Disabilities; Diagnosis and Remediation.
EDRS not available
University of Illinois Press, Urbana, Illinois 61801 ($7.95 HC, $2.45 PB).

Descriptors: exceptional child education; learning disabilities; psycholinguistics; educational diagnosis; diagnostic tests; test interpretation; remedial instruction; Illinois Test of Psycholinguistic Abilities

The book is intended to assist persons using the Illinois Test of Psycholinguistic Abilities (ITPA) to interpret test results and organize remedial programs for students with psycholinguistic learning disabilities. The concept of learning disabilities is discussed and the development and meaning of the 12 ITPA subtests are explained. Selected research studies using the ITPA are reviewed and findings cited which will be of use to psychologists and diagnostic-remedial teachers in diagnosing and interpreting subtest scores and patterns of disability, particularly in reference to different ethnic or handicapped populations. The diagnostic process in general and how ITPA scores are analyzed are detailed. Sample patterns of disabilities and procedures by which they are developed are described. Suggestions for further analysis and diagnosis are made, including suggestions of other tests and presentation of teacher observations pertaining to the 12 ITPA subtests. It is noted that complete diagnosis must include observations of behavior as well as test results. General guidelines for remediation are offered, including general principles and outlines for developing remedial procedures. (KW)

ABSTRACT 32652

EC 03 2652 ED N.A.
Publ. Date 71 182p.
Waugh, Kenneth W.; Bush, Wilma Jo
Diagnosing Learning Disorders.
EDRS not available
Charles E. Merrill Publishing Company, 1300 Alum Creek Drive, Columbus, Ohio 43216.

Descriptors: exceptional child education; learning disabilities; learning difficulties; educational diagnosis; diagnostic tests; case studies (education); identification

The text provides a detailed description of the major learning disorders in terms of behaviors. Diagnostic procedures for identification of the behaviors and exam-

ples of how some test data have been interpreted by other learning specialists are described. Remediation techniques for specific problem areas are also included. The text makes use of case studies in order to show how to translate diagnostic information into units of the teaching process. The case studies are grouped according to grade levels and identify types of learning handicaps. It is recommended that the teacher note the studies in order to gain insight into remediation leading to prescriptive teaching. (CD)

ABSTRACT 32667

EC 03 2667 ED N.A.
Publ. Date 70 140p.
Ekwall, Eldon E.
Locating and Correcting Reading Difficulties.
EDRS not available
Charles E. Merrill Publishing Company, 1300 Alum Creek Drive, Columbus, Ohio 43216 ($1.95).

Descriptors: exceptional child education; reading difficulty; reading skills; teaching methods; reading diagnosis; remedial reading

Designed to be of help to reading teachers in developmental, corrective, and remedial reading situations, the book offers concrete ideas and teaching techniques for teaching various reading abilities and for correcting reading difficulties. Treated separately are 27 reading or reading-related abilities. Each section contains an explanation of how to recognize when a student is experiencing difficulty with that ability, a discussion of information necessary for understanding or beginning to diagnose the problem, and recommendations for correcting weaknesses and strengthening that ability. Some sections also contain a list of games and exercises useful for correcting difficulties experienced in that particular area. (KW)

ABSTRACT 32694

EC 03 2694 ED N.A.
Publ. Date 71 5p.
Johnson, Evelyn C.
Precision Teaching Helps Children Learn.
EDRS not available
Teaching Exceptional Children; V3 N3 P106-10 Spr 1971

Descriptors: exceptional child education; precision teaching; measurement techniques; learning disabilities; charts; records (forms); teaching methods

A teacher of elementary school children with specific learning disabilities describes how precision teaching helped three students solve specific problems in math and behavior (excessive yawning). How charts are used by the teacher and student to record the student's progress, motivate the student to perform at a higher level, show the student he is learning, and help the teacher in planning appropriately to meet the needs of each individual student is explained. The value of such continuous records not only for individualizing instruction and motivating learning but also for helping teachers evaluate the effectiveness of their teaching is pointed out. Sample Standard Daily Behavior Charts are reproduced. (KW)

ABSTRACT 32728

EC 03 2728 ED N.A.
Publ. Date 71 277p.
Roswell, Florence; Natchez, Gladys
Reading Disability: Diagnosis and Treatment. Second Edition.
EDRS not available
Basic Books, Inc., Publishers, 404 Park Avenue South, New York, New York 10016 ($6.95).

Descriptors: exceptional child education; learning disabilities; dyslexia; reading diagnosis; reading materials; underachievers; reading difficulty; remedial reading; reading comprehension; word recognition; case studies (education)

A revision of the 1964 text (EC 030 209), the new version adheres to the same basic philosophy with regard to causation, diagnosis, and treatment, but includes major investigations and selections of new references and materials that have appeared during the interim. Chapters discuss causes, evaluation, and diagnosis of reading disability with attention to teacher diagnosis of an individual or group and a psychologist's evaluation of a severe reading problem. Also considered are psychotherapeutic principles in remedial reading; methods of teaching word recognition; application of word recognition techniques; basic comprehension, study skills, and vocabulary; remedial techniques for older pupils; and the bright high school underachiever. Six case studies presented are said to be representative of a varied practice. Appendixes list representative tests, selected books by grade level, games (including devices and workbooks), paperbacks and favorite stories, word lists, and publishers' addresses. (RJ)

ABSTRACT 32762

EC 03 2762 ED 052 580
Publ. Date 71 203p.
Resource Aid of Selected Materials for Remediation of Learning Disorders.
Boston University, Massachusetts, New England Materials for Instruction Center
Bureau of Education for the Handicapped (DHEW/OE), Washington, D. C.
EDRS mf,hc
Boston University Bookstore, Special Services Desk, 775 Commonwealth Avenue, Boston, Massachusetts 02215 ($4.00).

Descriptors: exceptional child education; learning disabilities; instructional materials; resource guides; remedial instruction; mathematics; diagnostic tests; reading materials; reading difficulty

The resource guide helps formulate diagnostic profiles for children with specific learning disabilities, analyzes subtests of well-known batteries, and classifies materials to match areas of strength and weakness in learning. An adaptation of the Osgood model is used to identify and order the component abilities in learning. These component abilities are related to the curriculum areas of language arts and mathematics. In the Perceptual-Motor Chart, constituting Part 1, there are four columns: the first identifies and orders the component abilities in the learning process, the second suggests particular tests or subtests to indicate the strength or weakness of that particular function, the third suggests remedial instructional materials, and the fourth column is left vacant for teacher's evaluation of the success of the diagnostic prescription. Curriculum areas of reading, spelling, handwriting, and mathematics are represented in the chart. Part 2 presents bibliographic, price, content, and purpose information for the alphabetically listed tests and remedial instructional materials. Part 3, in addition to giving bibliographic information on available mathematics materials, contains analyses of mathematics skill areas and concepts to promote better understanding of the rationale of the instructional materials. (KW)

ABSTRACT 32799

EC 03 2799 ED N.A.
Publ. Date Jun 71 9p.
Ladd, Edward T.
Disciplinary Principles and Behavior Changing Drugs.
EDRS not available
Inequality in Education; N8 P2-10 Jun 1971

Descriptors: exceptional child education; hyperactivity; behavior problems; drug therapy; discipline problems; teacher role

The attitudes of educators toward the control of disruptive behavior by medication are discussed. Rationales frequently offered for the use of drugs are examined and in many cases considered invalid. Attention is given to ways in which tranquilizers, barbituates, and central nervous system stimulants affect children and to reasons why school personnel should refrain from trying to have children placed on drugs. Conclusions are that the proper use of drugs is medical, not disciplinary, and that educators should recommend children suspected of having medical problems to a physician or psychologist, but should avoid suggesting a particular diagnosis or treatment. (RJ)

ABSTRACT 32802

EC 03 2802 ED N.A.
Publ. Date Jun 71 6p.
Ireland, Roderick L.; Dimond, Paul R.
Drugs and Hyperactivity: Process Is Due.
EDRS not available
Inequality in Education; N8 P19-24 Jun 1971

Descriptors: exceptional child education; hyperactivity; behavior problems; drug therapy; legal problems; court cases

Factors are explored which must be considered when challenging the use of drugs for hyperactive school children by law suits. Medical evidence concerning behavior problems is considered as are

the following three constitutional problems which arise: procedural due process, family power and personal autonomy, and equal protection. Each issue is discussed and illustrated by court cases. The assumption of the article is that the only issue facing a lawyer is a controversy—a client who refuses (or is contemplating refusing) to take drugs, and a school system which denies him admission unless he does so. The conclusion reached is that the courts, doctors, and school personnel must proceed cautiously and conservatively in this area. (RJ)

ABSTRACT 33001

EC 03 3001 ED N.A.
Publ. Date 71 107p.
Harvat, Robert W.
Physical Education for Children with Perceptual-Motor Learning Disabilities.
EDRS not available
Charles E. Merrill Publishing Company, 1300 Alum Creek Drive, Columbus, Ohio 43216 ($1.95).

Descriptors: exceptional child education; learning disabilities; perceptual motor learning; perceptual motor coordination; physical development; physical education; physical activities

The volume presents a series of physical education activities for teaching basic perceptual-motor processes to children with inadequate or incomplete perceptual-motor learnings. Believing that a relationship exists between perceptual-motor development and academic achievement, the author advises children to experience motor experimentation. The author adapts common procedures in physical education to emphasize perceptual-motor learnings and adds new procedures where needed. Games and group activities are stressed to increase fun. Although organized around the physical education program, some of the following activities may be adapted for use in the classroom: fundamental locomotor movements, exercises, game activities, jump rope activities, balancing activities, rhythmic activities, stunt activities, bean bag and ball handling activities, obstacle course, movement exploration, and auxiliary activities. (CB)

ABSTRACT 33006

EC 03 3006 ED N.A.
Publ. Date 71 226p.
Shelquist, Jack and Others
Resource Handbook for Development of Learning Skills.
EDRS not available
Educational Programmers Company, P. O. Box 332, Roseburg, Oregon 97470 ($14.95).

Descriptors: exceptional child education; learning difficulties; instructional materials; testing; readiness (mental); child development; auditory perception; visual perception; motor development; teaching methods; skill development

Designed to provide the nursery school, kindergarten, or elementary school teacher with suggested exercises and activities useful in developing skills or remediating deficiencies in the child's learning skills, the handbook focuses on eight learning skills thought to be crucial for normal learning progress: auditory memory sequential, word discrimination, body awareness, locational and directional concepts, color discrimination, visual-motor coordination, visual memory, and letter names. The handbook contains definitions, examples, directions, activities, charts, and activity sheets for each of the eight skills. Each skill is divided into three instructional levels, beginning, middle, and advanced, so that the teacher may adapt the material to the individual child's needs. Designed to help the teacher determine the child's auditory, visual, and motor skill needs is the Inventory of Readiness Skills, also included in the handbook, which is a short test of approximately 20 minutes providing pretest and posttest measurement without special administration preparation. The handbook explains ways of combining handbook activities with standard readiness programs. (CB)

ABSTRACT 33045

EC 03 3045 ED N.A.
Publ. Date 70 62p.
Woestehoff, Ellsworth S.
Students with Reading Disabilities and Guidance.
EDRS not available
Houghton Mifflin Company, 2 Park Street, Boston, Massachusetts 02107 ($1.60).

Descriptors: exceptional child education; learning disabilities; reading difficulty; reading skills; etiology; diagnostic tests; remedial reading; remedial instruction; counselor role; teacher role

Reading disabilities are examined in terms of causation, diagnosis, correction, and role of school counselor. Causation in reading disability is thought to be unknown, in spite of numerous existing theories. The author takes the standpoint, therefore, that the most tenable theory appears to be that which assumes that causation of reading disability lies with inappropriate instruction. Complex and difficult, diagnosis of reading disabilities is shown to require extensive consideration of other behaviors having direct and indirect relation to reading. Correction of reading difficulties is defined by generalized principles elaborated in the book. Remedial teaching must be based upon careful and thorough diagnosis, must be learner-centered, must be organized for sequential development of reading skills and abilities, and must depend upon success for motivation. Additional instructional considerations mentioned are that instructional groups must be of manageable size, that instructional time schedule should provide for optimal learning, that instructional groups should be formed on the basis of learning needs, and that parental involvement is important to the success of a remedial program. The school counselor's role is explained as that of making learning difficulties a total school responsibility. For use in reading assessment, information is appended on intelligence tests, diagnostic reading tests, and reading achievement tests. (CB)

ABSTRACT 33177

EC 03 3177 ED 054 557
Publ. Date Jun 71 243p.
Gillet, Pamela; Eash, Maurice
Northwest Educational Cooperative Teacher Training Program. Final Report.
Northwest Educational Cooperative, Arlington Heights, Illinois
Illinois State Office of the Superintendent of Public Instruction, Springfield
EDRS mf,hc

Descriptors: exceptional child education; learning disabilities; socially maladjusted; teacher education; special education teachers; student teaching; graduate study; cooperative programs; demonstration projects; Illinois

Reported upon is the year-long Northwest Educational Cooperative Teacher Training Program in Arlington Heights, Illinois, in which public schools, the educational cooperative (a consortium of 10 school districts), and colleges and universities cooperatively executed an experimental program to train teachers for children with learning disabilities and/or behavioral disorders. Twenty-four individuals with bachelors degrees but no special education training were selected as interns. Professional training was provided through college courses, intensive supervised clinical experiences, staff consultations, seminars, and inservice training. During the first semester, mornings were devoted to clinical experiences in public school classrooms and afternoons to college content classes. For the second semester, interns were placed in regular teaching assignments, supervised by project staff and building supervisors. Interns rated accompanying inservice programs highly on the criterion of relevancy and interest. All interns earned 24 graduate credit hours, completed the program, and were employed for the following year, though only six will work directly in special education programs. Extensive monitoring and evaluative data gathered is presented. (KW)

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